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AUTHOR Carvell, Fred; Carvell, Joan
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ABSTRACT

The Statewide study assesses the impact of career education in Illinois since 1970 and presents an analysis of information gathered about various career education programs and activities supported by the Illinois Divison of Vocational and Technical Education (DVTE). The initial chapter provides background information and describes the characteristics of the various information sources. Chapter 2 summarizes findings, recommendations, and responses. Chapter 3 provides information obtained from on-site visits, interviews, and written surveys determining which students have been affected by career education efforts. Chapter 4 summarizes the Elementary Occupational Information Programs (EOIP) study findings regarding local districts use of DVTE resources. Chapter 5 presents survey results indicating the needs of local districts for DVTE consultant services. Chapter 6 reviews career education projects funded by the U. S. Office of Education, the National Institute for Education, and the DVTE. Also included is information regarding future funding sources and the establishment of career education priorities in Illinois. The study concludes that the impact of EOIP funding and DVTE specially funded projects since 1970 has established the groundwork necessary for creating awareness of career education among State educators. Survey instruments, cover letters, and data summaries are appended. (MW)

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A STUDY TO ASSESS THE STATUS OF CAREER EDUCATION SUPPORTED BY THE ILLINOIS DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION SINCE 1970

Prepared by:

Tadlock Associates Inc.
Los Altos, California
Fred Carvell
Joan Carvell

Prepared for:

State of Illinois
Division of Vocational and
Technical Education
Sherwood Dees, Director

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The Research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Board of Vocational Education and Rehabilitation position or policy.

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT UNIT

PREFACE

The purpose of this year-long study was to gather and analyze information on various career education programs and activities that have been supported since 1970 by the Illinois Division of Vocational and Technical Education (DVTE). This support has taken the form of specially funded projects sponsored by the Research and Development Unit (RDU) and the Professional and Curriculum Development Unit (PCDU), financial support by the DVTE of Elementary Occupational Information Programs (EOIP), and provision of consultant services to elementary and secondary schools in the State.

This study of the widespread and multifaceted approach to expand and strengthen career education in Illinois has occurred during a time when the State was undertaking an organizational change in which the DVTE was amalgamated with the Illinois Office of Education. Therefore, the results of this study should be valuable in planning future priorities and activities for the DVTE as well as for other appropriate units of the Illinois Office of Education.

During the study, Tadlock Associates Inc. (TAI) established both formal and informal written and verbal communications with the RDU project monitor and representatives of other DVTE units. In order to maintain continuous communications with the DVTE during this lengthy study, TAI submitted a series of written technical reports to the project monitor which contained summaries of data and background material that were gathered during the course of the study. Technical reports served two purposes: first, to keep the DVTE staff apprised of the study progress; second, to provide TAI with immediate feedback from the DVTE staff and verification of information and ideas that would help reduce the need for a lengthy final report.

At two points in the study TAI conducted group work sessions with representatives of various units of the DVTE and other units of the Office of Education. The first work session was held early in the study in order to obtain input on instrument design and survey samples used in

the study. The second work session was held at the conclusion of field work so that preliminary study findings could be reviewed and analyzed by the DVTE staff and representatives of specially funded projects.

This written report reflects the results of the surveys that were conducted during the study and the contribution of the DVTE staff. However, the conclusions and courses of action to strengthen career education in Illinois suggested by TAI are the result of its independent professional judgment as third-party educational consultants to the DVTE.

Acknowledgements

TAI is appreciative of the cooperation and contribution of all school district and specially funded project personnel who were contacted during the study. Members of the vocational education evaluation teams who were surveyed were generous in their constructive suggestions and insights. In all cases, project directors of both federal and DVTE specially funded career education projects who were contacted were candid and open in their communications with TAI. TAI is appreciative of their efforts.

During the study TAI received assistance from DVTE personnel in the Fiscal and Statistical Unit, Program Approval and Evaluation Unit, Occupational Consultant Unit, Special Programs Unit, Professional and Curriculum Development Unit, and the Research and Development Unit. The professional and clerical staff of the latter unit were most helpful in providing necessary records and documentation on career education projects and in assisting TAI establish and maintain the study schedule for on-site visits to specially funded projects.

TAI is especially grateful to a number of persons who contributed their ideas and opinions on the survey results and study recommendations contained in this report. Foremost among those who provided assistance in this regard were Thomas Boldrey, Director of the CIOEDC project in Joliet; Donna Fuson, Coordinator of Project EVE at Arlington Heights; Paul B. Musgrove, Executive Director of the Tri-County Industry-Education-Labor Council in East Peoria; and Carol Reisinger, Career Education Specialist, Illinois Office of Education.

Fred Carvell was project director and principal author of this report. Joan Carvell was coordinator of field visits and responsible for all surveys conducted during the study. Ruth Bowman provided statistical tabulation of survey results. Hilda Naylor was responsible for report typing and providing clerical assistance. Marion Tadlock provided editorial assistance. Margaret Mick was responsible for the organization and final report production.

EXECUTIVE SUMMARY

Prepared by Tadlock Associates Inc. (TAI)

SYNTHESIS OF KEY CHARACTERISTICS, FINDINGS, AND RECOMMENDATIONS OF THE STATEWIDE STUDY ASSESSING THE IMPACT OF CAREER EDUCATION

Introduction

In order to provide an overview of the statewide study assessing the impact of career education in Illinois, TAI has summarized the key characteristics, findings, and recommendations contained in the final report. The year-long study was initiated by the Research and Development Unit (RDU) of the Division of Vocational and Technical Education (DVTE) in April 1974.

Study Objectives

The four general study objectives were:

1. To determine which students have been affected by career education programs that received support from the DVTE since 1970.

2. To determine how well the resources received from the DVTE have been used by local school districts to develop and implement career education.

3. To identify and describe the needs of local districts for services from consultants in the DVTE.

4. To develop third-party recommendations on the priorities that should be established by the DVTE to strengthen career education in the State of Illinois.

Study Methodology

Included in the study was input from five federally funded career education projects in the State, 17 projects sponsored by the RDU since 1970, nine projects sponsored by the Professional and Curriculum Development Unit (PCDU), all districts (233) receiving Elementary Occupation Information Program (EOIP) funds in 1972-73, and a 15 percent stratified random sample of the districts that did not apply for or receive EOIP funds in 1972-73.

In addition to these sources of information, TAI surveyed 152 persons who served on State vocational education evaluation teams during 1973-74. During the study additional contacts were made by TAI with officials and representatives of the U.S. Office of Education (USOE), National Institute

of Education (NIE), the former Illinois Office of the Superintendent of Public Instruction (OSPI), and the Fund for the Development of Post-Secondary Education in Washington, DC.

Survey results were obtained from 80.0 percent of the federally funded projects in the State; 86.7 percent of the RDU and 100.0 percent of the PCDU-sponsored projects; 64.4 percent of the districts receiving EOIP funds; 38.0 percent of the sample non-EOIP districts; and 61.2 percent of the State vocational education evaluation team members.

Summary of Findings

The ten most significant findings of the study were as follows:

1. Career education has been a high priority of the DVTE since 1970 as evidenced by the number and scope of special projects it has funded and the consultant services it has rendered.

2. There is a general awareness of the nature and purpose of career education among the State's educators, but this general awareness needs to be translated into further action by a higher level of understanding and commitment by more district-level policy makers and school administrators.

3. No accurate count of secondary level students who were directly affected by career education programs was possible in this study because of a lack of such attendance data. However, the majority of vocational education evaluation team members believed that regular high school students were the principal target populations of such programs.

4. The major thrust of career education at the secondary level is in the area of student counseling and guidance.

5. In 1972-73, about 25 percent of the eligible districts in Illinois received EOIP funds; these districts served 31.4 percent of the elementary pupils in the State.

6. Districts receiving EOIP funds were most likely to spend such funds on the purchase of A-V materials, career education materials, curriculum materials, and equipment.

7. EOIP funds appear to be a multiplier of expenditures for career education in that districts receiving such funds were more likely to indicate that they also spent local funds for career education-related activities than were non-EOIP districts.

8. Districts receiving EOIP funds were distinguished from non-EOIP districts in the following ways.

   - They possessed a greater commitment to career education by boards of trustees, administrators, teachers, and parents than did non-EOIP districts.

- They were more likely to have a person with designated responsibility for coordinating career education.
- They were less likely to want to know more about sources of career education information but were just as likely to want assistance in providing inservice programs.
- They were likely to have tried and found beneficial a greater variety of methods for presenting career education than were non-EOIP districts.

9. Among the highest level of need for DVTE consultant services by local districts were:
   - Assistance in providing educator inservice related to career education
   - Development of district career education plans
   - Assistance with career education program evaluation
   - Development of student evaluation
   - Development of advisory committees
   - Assistance with needs assessment surveys

10. Specially funded project directors expressed satisfaction with the assistance they had received from the DVTE and indicated the need for continued consultant assistance on project design and budget development. Strengthening of project evaluation procedures by the DVTE was requested by many special project personnel.

A more complete description of these and other study findings is contained in Chapter II of the final report.

Summary of General Recommendations

Based on the findings of the study, TAI formulated five general recommendations to strengthen career education in the State. Each of these recommendations was accompanied by further explanations and sub-recommendations directed toward implementation. Only the general recommendations are outlined in this abstract.

1. In consort with other units of the Illinois Office of Education, the DVTE should support the formation of an ad hoc Career Education Task Force whose function would be to establish goals, objectives, and priorities for career education in the State at all levels of the educational system from prekindergarten through post-secondary schools.

2. In consort with other units of the Illinois Office of Educat[illegible], the DVTE should develop a comprehensive State Plan for career education.

- This planning effort should use input from the previously mentioned task force. The plan should outline the expected functions of career education in such areas as 1) needs analysis, 2) program planning, 3) professional development, e.g., inservice, 4) curriculum development, 5) instruction, 6) promotion, 7) counseling and guidance, 8) program articulation, and 9) evaluation.

3. The EOIP funding system for career education should be continued by the DVTE and the DVTE should develop and implement a system of attainment levels for such elementary school programs.

4. In consort with other units of the Illinois Office of Education, the DVTE should design and sponsor or conduct a study of the needs and problems of implementing career education at the secondary and post-secondary levels.

5. The DVTE should place a high priority on specially funded career education projects that concentrate on the establishment of demonstration programs at the secondary level. Such projects should emphasize articulation of career education from primary grades through secondary and post-secondary levels of education.

General Observations and Concerns

The process of collecting information during the study led TAI to a number of observations and concerns which were expressed in the final report. These are outlined below.

First, there is a widespread general awareness of career education among educators and the public, but there is also much confusion. There were a number of evaluation team members who noted this confusion and even admitted it for themselves. This would lead to the conclusion that even though the DVTE should not revert to the early days of the career education movement in which there was much debate about the definition of career education, it should continue to emphasize and publicize the career education model that it has used for the past several years.

Second, the recent reorganization and amalgamation of the Illinois Office of Education has left a number of internal organizational assignments and responsibilities related to career education to be resolved. In an organization as large as the Illinois Office of Education these matters will take time. Among the things that would help clarify the status of career education in the newly organized Office of Education would be a public statement regarding the currency of the action goals and related action objectives that were last published in 1973. No doubt this is needed for all educational areas for which such action goals exist, but in the case of career education it is especially acute because of the newness of the concept of career education.

Third, throughout the study, feedback from elementary and secondary school sources indicated a low level of participation by parents and

students in planning and assessing career education needs. This aspect is important to the concept of career education and should be publicized and encouraged by the DVTE in districts that apply for EOIP funding or specially funded career education projects.

Fourth, part of the reason that developmental activities seem to have outrun implementation of career education programs is the normal lag time between the two; however, a significant number of educators interviewed by TAI noted the general absence of transitional moneys in federal and DVTE career education projects to carry programs from development to implementation.

Fifth, although the DVTE has devoted a large part of its specially funded projects to inservice education, it remains an area of need by LEA's. Not only should it be continued, but the DVTE staff from the RDU and the PCDU should engage in joint planning meetings (along with representatives from other Illinois Office of Education units) to develop priorities and strategies for providing inservice to more teachers at both the elementary and secondary level and to school district administrators.

Sixth, TAI was concerned about the stated lack of evaluation criteria being used by LEA's to assess their own career education efforts. The DVTE should encourage specially funded projects and workshops to develop, document, and utilize such evaluation tools for career education programs.

Despite the foregoing concerns by TAI, the study findings indicate that the impact of EOIP funding and DVTE specially funded projects since 1970 has established the groundwork necessary for creating awareness of career education among educators in the State. This is an important prelude to implementation in secondary and post-secondary school districts. The job that remains is to implement career education programs at the secondary level in curriculum areas outside of traditional vocational education courses and counseling and to see that career education efforts in the lower grades are articulated with those at the secondary and post-secondary level.

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I A STUDY TO ASSESS THE STATUS OF CAREER EDUCATION SUPPORTED BY THE DVTE IN ILLINOIS SINCE 1970

Background of the Study

Career education as a concept has made its impact on counselors, classroom teachers, and administrators in many school districts that are attempting to meet the needs of students. Unfortunately, some attempts to implement career education at the local level have been accompanied by duplication and unproductive activity dealing with defining career education and exploring theoretical concepts and models rather than establishing substantive instructional programs, counseling guidelines, or inservice development for classroom teachers, counselors, and school administrators.

Local and state educators have been hampered in some of their efforts by the lack of a clearly stated definition or operational objectives for career education. On January 23, 1971, Dr. S. P. Marland, Jr., the former Commissioner of Education, made his first public statement about career education before the National Association of Secondary School Principals in Texas which contained a phrase, "All education is Career Education... or should be." Dr. Marland later modified his original statement and since 1971 educational observers have witnessed efforts by educators to refine that broad statement to something practical for classroom and counseling office use.

In September 1973, the National Institute of Education (NIE) which has been responsible for federally funded research on various career education models stated that it hoped to narrow the broad definition to something more workable, and it suggested that career education could not be relevant to all students simultaneously. Instead, NIE proposed to focus on two groups: disaffected youth who drop out of school and encounter problems, and the mid-career person who wants to advance in his job or change jobs.

The limited student target populations proposed by NIE in its plans for 1973-74 have not been universally accepted by many educational practitioners. However, the effort to narrow the scope of career education

serves to illustrate the manner in which it has evolved as an educational concept. Although the definition of career education was not the central subject being assessed by the Division of Vocational and Technical Education (DVTE) when it initiated this study, it is noteworthy that the DVTE engaged in the support of career education before it became a national byword in the early 1970's. The importance of the present effort to assess career education in Illinois lies in the fact that efforts to initiate changes in the curriculum and counseling services at the elementary and secondary levels were encouraged and supported by the DVTE early in the inception of career education as an educational concept.

Because of the growth of career education and the DVTE's efforts to support those aspects of it that are beneficial to students, educators, and the communities served by the Illinois public school system, the DVTE requested that a statewide study be conducted of various efforts in career education.

During the recent period when career education was growing rapidly in Illinois, an organizational change was being initiated at the state level administration of public schools. The DVTE initiated this year-long study in April 1974. In January 1975 the former State Office of the Superintendent of Public Instruction (OSPI) and the DVTE were combined under the Illinois State Board of Education. Because this formal organizational amalgamation occurred after this study was initiated, this report contains references to OSPI and DVTE as if they were separate entities rather than part of the newly formed Illinois Office of Education.

Purpose of the Study

After Tadlock Associates Inc. (TAI) was selected as the professional consulting firm to conduct a study of career education in the State, it met with representatives of the Research and Development Unit (RDU) to conduct an intensive review of the purpose, study design, resources, and time line for completion of the study. As a result of this initial conference, four general objectives were established for the purpose of assessing the status of career education in Illinois.

1. To determine which students have been affected by career education programs that received support from the DVTE since 1970.

2. To determine how well the resources received from the DVTE have been used by local school districts to develop and implement career education.

3. To identify and describe the needs of local districts for services from consultants in the DVTE.

4. To develop third-party recommendations on the priorities that should be established by the DVTE to strengthen career education in the State of Illinois.

These four general objectives served to guide data-gathering activities and the analyses of career education in the State. These study objectives also provided the framework for a number of research questions that would be useful to the DVTE in establishing future priorities and guiding management decisions.

Definition of Terms and Research Questions

The collection of information during the study was directed toward describing the status of career education in Illinois at the elementary and secondary level and determining the impact of the support given to local districts for career education.

For purposes of this study the following definitions apply:

Status: A description of what has happened in career education in Illinois since 1970 in relation to research support, funding, and consulting services provided by the DVTE; and the extent to which elementary schools have made efforts to implement career education.

Impact: A description of the efforts, involvement, and/or degree of implementation of career education as it relates to instructional methods, guidance and counseling activities, professional development of

educators, curriculum development, involvement of community, and innovative approaches to education at the elementary, secondary, and post-secondary levels.

Career Education: A series of planned learning experiences for students within or outside the classroom that provides an opportunity for students to become aware of occupational conditions, alternatives, and entry requirements; orients them to various aspects of work; allows them to explore a variety of work-related experiences; and helps prepare students for entry into an occupation of their choice. Career education combines elements of general education, college preparation, vocational education, continuing, and special education.1/

In addition to the definition of the research terms outlined above, the following terms are defined as they are used in Illinois and in this study.

Dual District: A district covering grades K-8 under a separate administrative head from that of grades 9-12.

Unit District: A district in which grades K-12 are under a single administrative head.

Elementary Occupational Information Program (EOIP): A program initiated by the DVTE in fiscal 1971 whereby elementary schools may apply for and receive financial support from the DVTE for planning and initiating an organized sequence of career development learning experiences for K-8 students. In 1972-73, districts with approved plans received

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1/ This definition of Career Education is consistent with the definition used by the DVTE in Illinois.

at least fifty cents ($.50) per K-8 pupil. 1972-73 became the base year to be used in this study for describing the status of EOIP in the State.

All of the definitions outlined above were approved by the RDU for use in this study.

At a planning session held in March 1974 the following research questions were formulated by representatives of the RDU. The purpose of these questions was to help refine some of the general study objectives but not to limit the areas of investigation undertaken by TAI during the course of the study.

1. What is the general status of career education in high schools in the State? What career education programs are offered? What type and how many students are affected by such programs?
2. What effect have career education projects funded directly by federal agencies had on the status of career education in Illinois? How are such projects related to the DVTE?
3. How do local elementary districts utilize the support they receive for Elementary Occupational Information Programs (EOIP)?
4. Is there a discernible difference in the level or treatment of career education in elementary districts receiving EOIP support from those that do not receive such support?
5. Are there needed consultant services by local districts that should be initiated or emphasized by the DVTE in addition to those already offered?
6. Is there a need for special project activity by any unit of the DVTE that has not yet been adequately covered since 1970?
7. Are there additional funding sources to support career education that are not currently being used by local districts or the DVTE to support career education?

8. What areas of responsibility for career education need to be coordinated and/or strengthened between the DVTE and the Office of the Superintendent of Public Instruction (OSPI)?

So far as possible, answers to these questions were sought by TAI during interviews and field work. Responses to these questions are outlined in Chapter II of this report.

Scope of the Study

Because the information gathered during this study was deemed to be an important element in defining the overall status of career education in the State, five types of career education programs and projects were included in this study.

1. Federal projects funded directly by the USOE or NIE. Five such major projects were funded during recent years for which the RDU has no formal responsibility for monitoring; nevertheless, such projects have potential impact on the status of career education in Illinois and all were included in this study.

2. Special career education projects funded and monitored by the RDU. Of 17 such projects, 15 were completed at the time of this study and were included.

3. Career education projects sponsored by the Professional and Curriculum Development Unit (PCDU) funded through VEA 1968 Part B and EPDA Part F. Nine such projects were identified by the PCDU and included in the study.

4. A 15 percent sample (129) of the operating dual and unit districts not receiving EOIP funds in 1972-73 were surveyed. There were 1,090 legally designated school districts in Illinois during 1972-73. See Table 1-1 for a profile of the type and size of school districts in operation in Illinois during 1972-73.

Table 1-1

PROFILE OF SCHOOL DISTRICTS IN ILLINOIS
BY TYPE AND SIZE OF PUPIL ENROLLMENTS
1972-73

Type of District	Total	Number of Districts by Size of Pupil Enrollments						
		No Pupils	Under 500	501 to 1,000	1,001 to 2,500	2,501 to 5,000	5,001 to 10,000	Over 10,000
Unit District K-12	430	--	63	156	136	40	17	18
Elementary District K-8	508	--	254	81	103	49	17	4
Subtotal	938	--	317	237	239	89	34	22
High School District 9-12	145	--	54	21	36	15	16	3
Other	7	7	--	--	--	--	--	--
Total Number of Districts	1,090	7	371	258	275	104	50	25
Percent of Total Districts in State	100.0%	0.73%	33.95%	23.67%	25.23%	9.54%	4.59%	2.29%

Source: Compiled in April 1974 from: Directory of Illinois Schools, 1972-73.

Note: The information on Table I-1 shows that 938 districts in the State operated elementary schools that could have received support for EOIP if satisfactory plans for implementing such programs had been submitted to the DVTE. Furthermore, one third (33.95%) of the districts in the State had less than 500 pupils while less than 7.0 percent of the districts had more than 5,000 students. There were 430 unit districts (K-12) in the State representing 40.0 percent of the total school districts, 508 elementary districts (K-8) representing 46.5 percent of the total, and 145 high school districts (9-12) representing 13.3 percent of the State's districts. Seven of the legally authorized districts in the State had no recorded student enrollments in 1972-73.

5. Elementary Occupational Information Programs (EOIP) supported by the DVTE. Of the 938 districts operating elementary schools in Illinois, 233 or 24.8 percent applied for and received EOIP support from the DVTE. All of these (233) were included in the study. Table 1-2 shows the number of school districts by type and size that received support for EOIP in 1972-73 in relationship to the number of districts with elementary schools that could have applied for support.

Sources of Information and Data Collection Methods

The complexity of issues related to the assessment of career education in the State and the scope of the projects included in the study made it necessary to employ a variety of sampling methods and surveying techniques for gathering pertinent information.

In order to maximize the effectiveness of data gathering efforts, written survey forms were designed and mailed to all five federal projects, 15 specially funded RDU career education projects, nine PCDU career education projects, 129 school districts not receiving EOIP funds (15% sample), and all school districts (233) receiving EOIP funding support in 1972-73.

Table 1-2

PROFILE OF DISTRICTS RECEIVING ELEMENTARY
OCCUPATIONAL INFORMATION PROGRAM SUPPORT IN 1972-73

Type of District	Total Number	Number of Districts by Size of Pupil Enrollments					
		Under 500	501 to 1,000	1,001 to 2,500	2,501 to 5,000	5,001 to 10,000	Over 10,000
Unit District K-12	182	16	57	65	23	12	9
Elementary District K-8	51	10	6	14	14	4	3
High School District 9-12	--	--	--	--	--	--	--
Total Districts Receiving Support	233	26	63	79	37	16	12
Total Number of Districts Operating Elementary Schools in State	938	317	237	239	89	34	22
Percent of All Districts with Elementary Schools Receiving EOIP Support	24.8%	8.2%	26.6%	33.1%	41.6%	47.1%	54.5%
Percent of K-12 Unit Districts Receiving Support (N=430)	42.3%						
Percent of K-8 Elementary Districts Receiving Support (N=508)	10.0%						

Source: Compiled by TAI from DVTE records, April 1974.

TAI designed a survey form that was mailed to all of the federal and DVTE specially funded projects that were included in the study. The cover letters and instruments that were mailed in October 1974 to such projects are shown in Appendix A.

Written survey forms for elementary districts involved in the EOIP portion of the study were developed by TAI and reviewed by DVTE personnel and OSPI representatives during an intensive work session held in July 1974. Copies of the cover letter and survey instrument that were sent to all of the elementary school districts are shown in Appendix B. An initial mailing was sent to the sample elementary districts on September 25, 1974. A follow-up survey was mailed in mid-October to both EOIP and non-EOIP districts that had not returned completed questionnaires by that time.

In addition to the written survey forms that were mailed to the above sources of information, telephone contacts and on-site visits were made to a sample from each component of the study. In order to maximize available resources, on-site visits were scheduled jointly by TAI and the RDU at locations where the largest number of projects could be visited. Thus, on-site visits were conducted where the study team could visit several projects in the state and interview project personnel. A partial list of the persons individually interviewed by TAI during field contacts is shown in Appendix C. The methods used by TAI to obtain data from each of the major sources of information are described below.

Federal Projects.

Data were obtained from four of the five federally sponsored career education projects in the state. The project title, location, and method of obtaining data are as follows:

1. Career Awareness and Exploration (K-8), Peoria Public Schools. Written survey form returned to TAI.
2. Comprehensive Career Planning System (K-12), Rockford Public Schools. Written survey form and telephone contact by TAI.

3. ERIC Clearinghouse for Career Education, Northern Illinois University. Written survey form and on-site visit by TAI.

4. Enrichment of Teacher and Counselor Competencies in Career Education, Eastern Illinois University. Written survey form and on-site visit by TAI.

Specially Funded RDU Career Education Projects. Data were obtained from 13 out of 15 projects included in the study. The project title, location, and method of obtaining data are as follows:

1. Career Development for Children, Southern Illinois University. Written survey form and on-site visit by TAI.

2. Facilitating Career Development: An Annotated Bibliography (1st ed.), Southern Illinois University. Written survey form and on-site visit by TAI.

3. Facilitating Career Development: An Annotated Bibliography (2nd ed.), Southern Illinois University. Written survey form and on-site visit by TAI.

4. Demonstration Center: Elementary Career Education Program, Joliet Public Schools. Written survey form returned to TAI.

5. Career Education (9-12), Peoria Public Schools. Written survey form returned to TAI.

6. Career Education Information Campaign, St. Louis Regional Industrial Development Corporation. Written survey form returned to TAI.

7. Project ABLE, Northern Illinois University. Written survey form and on-site visit by TAI.

8. Counselor Support System: Technology and Education, Willowbrook High School. Written survey form returned to TAI.

9. Computerized Vocational Information System (CVIS), Willowbrook High School. Written survey form returned to TAI.

10. 16mm Film: Illinois Development in Career Education, Southern Illinois University. Written survey form returned to TAI.

11. East St. Louis Career Education Project, East St. Louis Public Schools. Written survey form and on-site visit by TAI.

12. Career Education Resource Laboratory, Eastern Illinois University. Written survey form and on-site visit by TAI.

13. A Third-Party Evaluation of Three Career Education Projects, Success Research Consultants. Review of final report and letter contact.

Specially Funded PCDU Projects. Data were obtained from nine career education projects specially funded by the PCDU. The project title, location, and method of obtaining data are as follows:

1. Elementary Level Career Education Workshop (based on implementing ABLE materials), Northern Illinois University. Written survey form and on-site visit by TAI.

2. OCCUPAC, Eastern Illinois University. Written survey form and on-site visit by TAI.

3. Workshop for Elementary and Special Education Teachers, Northern Illinois University. Written survey form returned to TAI.

4. Occupational Information Workshop (K-9), Eastern Illinois University. Written survey form returned to TAI.

5. Occupational Information Workshop, Eastern Illinois University. Written survey form and on-site visit by TAI.

6. Elementary Occupational Information Workshops, Western Illinois University. Written survey form returned to TAI.

7. Mini-Workshops on Career Education, Illinois Vocational Association. Written survey form returned to TAI.

8. Illinois Principals Association Workshop, Western Illinois University. Written survey form returned to TAI.

9. Teachers of Disadvantaged Workshops, Roosevelt University (Chicago). Written survey form and on-site visit.

Sample Non-EOIP Districts (N=129). Table 1-3 shows the actual number of nonsupported districts of each type and size that was selected by TAI for a mail survey. A total of 129 non-EOIP districts was selected which represents an approximate 15 percent sample of every size and type school district in the State that did not receive support for EOIP in 1972-73.

TAI used a stratified random selection technique to pick the designated number of school districts for each category shown on Table 1-3. The names of the districts were taken from the Directory of Illinois Schools, Office of the Superintendent of Public Instruction, 1972-73. The selection of districts was accomplished through the following method: A number between one and seven was randomly selected. The school district corresponding to that number in the alphabetical list of school districts in the Directory was selected and identified as to its designated size and category shown in Table 1-3. After the initial selection, every seventh district was selected until a sufficient number of districts had been selected to correspond with 15 percent of all the districts in each category that did not receive support for EOIP in 1972-73. Thus the selection process continued until at least eight unit districts (K-12) with under 500 pupils were selected; 36 elementary districts with under 500 pupils were chosen; and so on until a total stratified sample of 129 districts had been selected. If any district to be selected by this sequential process was a district that received support for EOIP, the first preceding eligible district was used.

Table 1-3

FIFTEEN PERCENT STRATIFIED SAMPLE OF DISTRICTS NOT RECEIVING STATE SUPPORT FOR ELEMENTARY OCCUPATIONAL INFORMATION PROGRAMS[1/]

Type of District	Size of District Enrollments: Under 500	501 to 1,000	1,001 to 2,500	2,501 to 5,000	Over 5,000	Total
K-12	8	15	9	3	3	38
K-8	36	10	13	6	3	68
9-12	8	3	6	3	3	23
Total Sample of Non-EOIP Districts	52	28	28	12	9	129

1/ Sample based on 15 percent of districts in each size and type category not receiving DVTE support for Elementary Occupational Information Programs in 1972-73.

Source: Compiled by TAI from Directory of Illinois Schools, 1972-73.

Of the 129 sample districts not receiving EOIP funds, 49 or 38.0 percent returned completed survey forms.

EOIP Districts (N=233). All districts identified by the RDU as having received funding support in 1972-73 for EOIP were mailed a survey form. Of 233 such districts, 150 or 64.4 percent responded to the written survey.

> Note: A complete analysis of the characteristics of both the EOIP and non-EOIP districts responding to the mailed survey appears in a later chapter.

Other Sources of Information

The purpose of this study was to gather information that would be useful in assessing the status of career education in the State. It was not the purpose of this study to evaluate individual projects or school districts or to assess the quality of consultant services offered by DVTE personnel. For this reason TAI and the RDU agreed that the focus of data-gathering activity should be to contact as many programs and people as feasible on a broad-based mail survey and then to follow up with personal and telephone contacts with a smaller sample of knowledgeable persons in order to clarify and expand the information base. To meet this operational objective, TAI sought information from sources other than the five study components mentioned above.

In order to obtain further information on the directions and forces that might have an influence on career education in Illinois, the following agencies in Washington, D.C. were contacted by TAI.

1. U.S. Office of Education (USOE), Office of Career Education, was contacted to identify research priorities and funding levels that might affect the future of career education in Illinois.
2. National Institute of Education (NIE) was contacted in order to determine funding levels and research priorities in career education that might affect the RDU.

3. Fund for the Development of Post-Secondary Education was contacted to identify potential opportunities for cooperative action in career education in areas of higher education.

> Note: Contacts with officials in the above agencies were made initially in late May 1974. Findings from these contacts were presented to the RDU in a written technical report in June 1974. Further information obtained in February 1975 from the U.S. Office of Education, Office of Career Education, is summarized in later chapters of this report.

Other contacts and means of gathering information used by TAI in Illinois were as follows:

1. Office of the Superintendent of Public Instruction (OSPI),[1/] Department of Research and Statistics, Title III programs and Special Education Programs. Representatives of OSPI were contacted in person, by telephone, and by letter in order to identify programs and activities sponsored by the OSPI effecting the status of career education in the State.

2. Vocational Education Evaluation Team members were surveyed by mail to gain their insights on the status of career education in the schools and districts in which they served as evaluation team members for the DVTE during 1973-74. One hundred fifty-two evaluation team members were identified for TAI by the DVTE. Evaluation teams were composed of students, business leaders, practicing occupational educators and team leaders who were high school teachers, administrators, and college educators. TAI received a

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1/ As noted earlier, at the time of these contacts OSPI and the DVTE were not amalgamated under the Illinois Office of Education.

response from 93 or 61.2 percent of the evaluation team members who were surveyed. The cover letter and written instrument used in this survey appear in Appendix D.

3. Two workshops were conducted by TAI at various stages of the study to obtain input from staff members of the DVTE and other agencies interested in the study results. The first TAI day-long workshop was conducted on July 24, 1974 at the State Department of Transportation Building in Springfield. It was jointly attended by three OSPI representatives and six DVTE staff members. Persons attending this workshop are listed in Appendix E. The purpose of this work session was to 1) identify various information sources that could be used to gain a more complete picture of career education in the State and 2) review and modify, as necessary, the survey forms that were subsequently mailed to all federal projects, DVTE specially funded projects, EOIP districts, and non-EOIP districts.

   The second TAI day-long workshop was conducted on March 5, 1975 at the State Department of Transportation Building in Springfield. It was attended by members of the DVTE staff, Illinois Office of Education, and three career education project representatives. Persons attending this workshop are listed in Appendix F. The purpose of this work session was to 1) review the study findings, 2) review TAI general recommendations, and 3) provide ideas and suggestions for the final report.

Level of Response from Various Information Sources

The foregoing sections have described the characteristics and sample size of various information sources used to obtain a picture of career education in the State. Copies of all written survey instruments and cover letters are contained in appendixes of this report. They are

referred to in appropriate chapters of the report along with key findings and conclusions.

Although statistical details are contained in later chapters, Table 1-4 contains an overview of the pattern of responses for each of the major sources of information from within the State. In summary, data are available from four out of five federal projects in the State; 89.7 percent of all career education projects funded by the DVTE since 1970; 64.4 percent of the districts receiving EOIP funds in 1972-73; 38.0 percent of the stratified random sample of districts not receiving EOIP funds; and 61.2 percent of the vocational education evaluation team members who served in 1973-74.

This is an impressive level of response from each of the sectors that were contacted during the course of the study. Not only does this relatively high level of response indicate an interest in career education but an implied willingness to cooperate in the further development and improvement of career education in the State.

Organization of this Report

In order to provide the RDU staff with documentation of the progress being made in various aspects of this year-long study, TAI submitted a series of short written reports. These progress reports are not contained in their entirety in this final report, but much of the information from them is reflected in the contents of later chapters. The topics covered by each progress report and the date of its submission to the RDU were

- Progress Report No. 1 (April 30, 1974). This report contained a summary of the study objectives, scope of research, sampling methods, definitions, data collection methods, and study schedule that were confirmed by representatives of the RDU after the project was approved.
- Progress Report No. 2 (June 3, 1974). This report contained the specific names of the stratified random sample used in the mail survey of non-EOIP districts.

Table 1-4

SOURCES USED TO OBTAIN INFORMATION
FOR THE DVTE STATEWIDE SURVEY
OF CAREER EDUCATION IN ILLINOIS

Sources of Information	Total Sample Number	Responses	
		Number	Percent of Total
Federal Projects	5	4	80.0%
DVTE Specially Funded Projects	(24)	(22)	(89.7)
RDU	15	13	86.7
PCDU	9	9	100.0
Elementary Occupational Information Programs	(362)	(199)	(55.0)
Funded Districts	233	150	64.4
15% Sample Non-funded Districts	129	49	38.0
State Vocational Education Evaluators	(152)	(93)	(61.2)
Team Members			
Students	41	20	48.8
Business Leaders	68	32	47.1
Team Leaders	43	(41)	95.3
High School Teachers		3	
Administrators		26	
College Educators		12	

Source: Compiled by TAI, March 1975.

- Progress Report No. 3 (June 10, 1974). This report contained the preliminary findings from the initial contacts that were made with various federal agencies in Washington, D.C.
- Progress Report No. 4 (August 7, 1974). This report contained initial information obtained during on-site visits to sample federal projects and DVTE sponsored projects. This report also contained a summary of the outcome of the joint OSPI-DVTE work session conducted by TAI in July and copies of the survey instruments that were reviewed and modified during the work session.
- Progress Report No. 5 (March 1, 1975). This report contained 32 working tables that were developed by TAI during the synthesis and analysis of survey responses. Overhead transparencies of each table contained in this technical report were made by TAI and turned over to the RDU project monitor.

The purpose of these five reports was to provide the DVTE with information that would be useful for its ongoing planning efforts and thus reduce the need for a lengthy final report.

This final report contains five chapters. This initial chapter is followed by Chapter II containing a summary of findings, recommendations, and responses to some of the key research questions that were posed in the initial phase of the study.

Chapter III contains a summary of the information obtained from on-site visits, personal interviews, and written surveys that help to address the issues and research questions posed by Study Objective 1. (What students have been affected by career education?)

Chapter IV contains a summary of the EOIP study findings in relation to Study Objective 2. (How were the resources received from the DVTE used by local districts?)

Chapter V contains the survey results indicating the needs of local districts for DVTE consultant services (Study Objective 3).

Chapter VI contains an overview of the career education projects that have been specially funded by USOE, NIE, and the DVTE. In addition, this chapter contains a summary on the information that was provided by USOE regarding funding sources for future use by local districts in career education. This information is presented in relation to Study Objective 4. (What priorities should be established by the DVTE to strengthen career education in Illinois?)

Each chapter contains appropriate references to previously mentioned progress reports and instruments that appear in the appendixes.

II SUMMARY OF FINDINGS AND GENERAL RECOMMENDATIONS

This chapter contains a summary of key findings as they apply to each of the four study objectives and related research questions that were posed by the DVTE. The general recommendations contained in this chapter are based on the information gathered during the year-long study and the professional judgment of the TAI study team. Most of the recommendations are self-explanatory; however, in each case TAI has presented a rationale or explanation for the actions that are proposed.

In addition to the findings and general recommendations that are presented in this chapter, TAI has outlined some third-party observations on a number of issues it believes have relevancy to the DVTE. These observations are related to the overall status of career education in Illinois. Most of these observations are based on the findings that were gathered during the study; however, they are not directly related to any one particular study objective. Nonetheless they are considered important by TAI because of their implications for future planning activity by the DVTE in its efforts to strengthen career education in the State.

Summary of Findings

Specific findings related to each objective and research question are summarized below.

Key Findings Related to: Identification of Students Affected by Career Education in the State (Objective 1)

Related research questions were:

- What is the general status of career education in high schools in the State?
- What type and how many students are affected by such programs?
- What career education programs are offered?

Details related to the following findings are found in Chapter III and Chapter VI.

1. Career education is a high ranking priority of the DVTE as evidenced by the consulting services offered and the number and scope of special projects and activities that have been funded by the RDU and PCDU since 1970. Although the majority of these projects have been directed toward the elementary school level, they have contributed to a high degree of awareness and support for career education among a large segment of educators in the State.

2. There seems to be a high degree of philosophical support for career education by the Illinois Office of Education. This support is reflected in the published action goals for education and public statements of top level officials in the Illinois Office of Education.

3. Results of a recently conducted statewide survey by the Survey Research Laboratory at the University of Illinois indicate that there is strong public support for increased emphasis on career and vocational education in Illinois public schools.

4. There is a general awareness of career education among educators who were surveyed by TAI, but evidence from this and other studies in Illinois indicates a need for a higher level of commitment for career education among district policy makers and school administrators.

5. No accurate count of the number of secondary school students involved with career education was possible in this study. Local districts do not maintain student attendance records for career education in the same systematic way that enrollments in vocational courses are maintained. However, it is the opinion of the majority of vocational evaluation team members that regular high school students are the principal target population for the career education efforts that are being made at the secondary level.

6. The major thrust of career education at the secondary level appears to be in the area of counseling and guidance.

> TAI Comment: Based on the findings, it is apparent that the status of career education at the secondary level has not made the same inroads as it has at the elementary level.

Key Findings Related to: Determination of How (EOIP) Resources Received from the DVTE Have Been Used by Local School Districts (Objective 2)

Related research questions were:

- How do EOIP districts utilize the support they receive?
- Is there a discernible difference between EOIP and non-EOIP funded districts?

Details related to the following findings are found in Chapter IV.

1. In 1972-73, EOIP funding was distributed to 24.8 percent of the eligible districts in Illinois; these districts served 31.4 percent of the elementary pupils in the State.
2. School districts with more than 1,000 pupils were two to five times more likely to apply for and receive EOIP funds than were smaller districts.
3. 42.3 percent of the eligible unit districts (K-12) received EOIP support compared with 10.0 percent of the eligible dual districts (K-8).
4. EOIP districts were most likely to spend their DVTE funds for A-V materials, career education materials, curriculum materials, and equipment to present career education concepts. EOIP districts also spent a portion of their local funds for these items but, in addition, they spent local funds for educator inservice and field trip transportation related to career education.

5. Districts receiving EOIP funds were distinguished from non-EOIP districts in the following ways:

   - They possessed a greater commitment to career education by boards of trustees, administrators, teachers, and parents than did non-EOIP districts.
   - They were more likely to use local funds for career education than were non-EOIP districts.
   - They were more likely to have a person with designated responsibility for coordinating career education.
   - They were less likely to want to know more about sources of career education information but were just as likely to want assistance in providing inservice programs.
   - They were likely to have tried and found beneficial a greater variety of methods for presenting career education than were non-EOIP districts.

   TAI Comment: Evidence gathered during this study indicates that thus far the expenditure of EOIP funds by the DVTE has been a successful factor in the initiation and maintenance of career education efforts at the elementary school level.

Key Findings Related to: Identification of the Needs of Local Districts for Consultant Assistance from the DVTE (Objective 3)

Related research question was:

- Are there additional consultant services that should be initiated or emphasized by the DVTE?

Details related to the following findings are found in Chapter V.

1. About 40.0 percent of the large dual and unit districts (over 1,000 students) responding to this study claimed to have had difficulty in setting up or operating care-

education programs. Smaller districts did not claim to have the same level of difficulty in setting up programs.

2. More than one half of the evaluation team members who responded to this study identified the following consultant services as needed by local secondary level districts:

   - Provision of educator inservice (68.8%)
   - Development of district career education plans (61.3%)
   - Assistance with career education program evaluation (61.3%)
   - Development of student evaluation (55.9%)
   - Development of advisory committees (52.7%)
   - Assistance with needs assessment surveys (51.6%)

3. The need for DVTE consultant assistance in providing educator inservice in career education was clearly identified in both EOIP and non-EOIP districts. Assistance in obtaining resource information and developing career education plans were also high ranking areas of need in non-EOIP districts even though EOIP districts wanted these consultant services to a lesser degree than non-EOIP districts. EOIP districts were slightly more concerned with obtaining assistance in program evaluation than were non-EOIP districts.

4. Special project directors expressed satisfaction with the assistance they had received from the DVTE and indicated the need for continued assistance on project design and budget development. Strengthening of project evaluation procedures by the DVTE was requested by many special project personnel.

Key Findings Related to: Priorities That Should be Established by the DVTE to Strengthen Career Education in Illinois (Objective 4)

Related research questions were:

- What effects have federally funded projects had on the status of career education in the State?
- Are there additional funding sources to support career education in local districts?
- Is there a need for special project activity by the DVTE that has not yet been adequately covered since 1970?

Details related to the following findings are found in Chapter VI.

1. The focus of activities in federally funded career education projects in the State has been curriculum development, inservice education, and implementation of career education. The elementary school level has been the principal target of the majority of federally funded projects in Illinois.
2. Nearly one half (45.8%) of the federal and DVTE specially funded career education projects had inservice education as a major area of project activity. The largest proportion of these efforts were aimed at classroom teachers and counselors. District policy makers and school administrators were the target of few specially funded projects by either federal agencies or the DVTE; however, the PCDU did sponsor one specially funded project directed at career education inservice for elementary school principals.
3. Development of career education materials was a major area of concentration in 41.7 percent of the combined federal and DVTE funded projects since 1970. The vast portion of these developmental efforts have been at the elementary school level.
4. Use of career education materials developed directly by three DVTE funded projects was indicated in 67 responses (ABLE, Career Development for Children, and OCCUPAC).

About 90 districts reported purchasing commercially prepared career education materials.

5. There do not appear to be many sources of career education funds that have not already been sought by the DVTE during the past four years. Expected NIE funding of career education projects in the State during the coming fiscal year is negligible. The most likely prospect for funding future career education efforts in Illinois is the $10 million per year for the next three years appropriated under the Education Amendments of 1974 (PL93-380) and administered by the Office of Career Education in the Office of Education.

   TAI Comment: A significant impact of several federal projects in the State has been the materials previously developed by DVTE sponsored projects. Even though future funding of career education in Illinois seems to be most likely under the annual $10 million appropriated under the Education Amendments of 1974 (PL93-380), competition for such funds will be intensive and nationwide. Current information indicates that USOE will grant funds to districts under these amendments for projects emphasizing well-developed, articulated K-12 career education programs.

   Areas of emphasis for future special project activity by the DVTE are the subjects of several general recommendations contained in the next section of this chapter.

General Recommendations

The following general recommendations are directed toward activities, priorities, and courses of action that should be considered by the DVTE or various units of the DVTE to strengthen career education in Illinois. Each recommendation contains several parts: the major idea or suggestion, then one or more subrecommendations to be considered when implementing the general recommendation. Major recommendations are numbered; the subrecommendations are not. Each general recommendation is followed by a rationale why TAI thinks the recommendation is warranted.

1. In consort with other educational units of the Illinois Office of Education, the DVTE should support the formation of an ad hoc Career Education Task Force whose function would be to establish goals, objectives, and priorities for career education in the State at all levels of the educational system from prekindergarten through post-secondary schools.

   - The composition of this task force should include representation from all levels of education, the business and labor community, parents, and students (preferably not below the secondary level).

   Rationale: Throughout the course of this study TAI discovered that career education has been espoused by the DVTE and officials of the Illinois Office of Education; it has been listed as an action goal for the public schools in the State; and it has had special projects funded by federal agencies (USOE and NIE) and the DVTE. However, nowhere did TAI find a clear statement of the priorities for career education for all levels and segments of the public school system in the State.

   In order to establish a general framework of priorities for career education in Illinois, an ad hoc Career Education Task Force should be formed through the cooperation of the DVTE and other units of the Illinois Office of Education. This ad hoc task force should be charged with developing an initial set of recommended goals and priorities for career education for the State. The time frame for this activity should range between six months and one year.

   In any event, the task force should not be continued beyond the completion of its designated mission.

2. In consort with other educational units of the Illinois Office of Education, the DVTE should develop a comprehensive State Plan for career education.

   - This planning effort should use input from the previously mentioned task force. The plan should outline the expected functions of career education in such areas as 1) needs analysis, 2) program planning, 3) professional development, e.g., inservice, 4) curriculum development, 5) instruction, 6) promotion, 7) counseling and guidance, 8) program articulation, and 9) evaluation.
   - These and/or other functions of a career education system that are developed for the State should be carefully defined and criteria for the assessment of each function should be established.
   - The State Plan should be developed by a joint effort of designated members of the DVTE and other units of the Illinois Office of Education. Professional staff members should be assigned to work with the previously suggested ad hoc Career Education Task Force to insure close liaison and use of input during the formation of the State Plan.
   - The State Plan should include provisions on the level and source of State funding to support the plan.
   - The State Plan should include a description of the organizational system that is most appropriate to implement the provisions of the plan.

   Rationale: TAI could find no documented State plan for career education in Illinois despite the high priority career education has been given in public documents and statements by leading school officials.

Career education has been funded at the elementary level with State funds through the Elementary Occupational Education Program (EOIP). Similar funding has not been provided for secondary or post-secondary school districts.

Organizational responsibility for career education needs to be identified in the Illinois Office of Education.

These and other related issues should be addressed in a State Plan for career education.

3. The EOIP funding system for career education should be continued by the DVTE and the DVTE should develop and implement a system of attainment levels for such elementary school programs.

   - Such a system should differentiate between various levels of proficiency and comprehensiveness of local district efforts to implement career education. This system should allow local educational agencies (LEA's) to establish their own varying levels of progression in teacher, student, and community involvement in planning and assessing needs, educator inservice, development and/or use of career education curriculum materials, and the extent of board and administrative support for career education.

   - To assist in the implementation of this recommendation, EOIP funding application forms should include a simple rating scale for each of the items or functions mentioned above so that an LEA could determine, through a self-rating system, the level it expected to attain by the end of a year through the use of EOIP and local funds for career education.

   Rationale: EOIP has been an effective means of implementing career education programs at the elementary level

and its growth among districts is expected to continue. The current guidelines provided by the DVTE for developing and implementing a career education plan in an LEA are broadly stated. This has been a sound approach while initiating EOIP; however, as more LEA's apply for and receive funding, it is reasonable to expect that districts receiving multi-year funding should progress in the scope and quality of their programs.

TAI found no specific evidence that EOIP supplanted local funds, but the DVTE must consider the extent to which continued EOIP funding in an LEA brings about maximum change. One way to do this is to have the LEA indicate what it expects to do with the EOIP funds in a given fiscal year.

At the same time, the system for gathering such information should not become a complex paper generating set of procedures. Currently districts submit a simple plan for career education in order to obtain EOIP funds. These plans are reviewed and approved by DVTE regional consultants without a specified set of evaluation criteria other than the broad guidelines that are provided by the DVTE.

4. In consort with other educational units of the Illinois Office of Education, the DVTE should design and sponsor or conduct a study of the needs and problems of implementing career education at the secondary and post-secondary levels.

   Rationale: The design of the current study did not provide for extensive personal contacts with secondary or post-secondary schools in the State. Vocational education evaluation team members were the principal source of information on career education at the secondary school level. Even

though TAI believes that this was a valid approach for obtaining a broad picture of career education across the State's secondary schools, it was not a means of making a specific needs assessment or identifying major operational problems in career education above the elementary level.

Such a study may be conducted by the in-house professional staff of the DVTE and other units of the Illinois Office ot Education or by a third-party research organization. Regardless of the approach used, the results of the extensive survey conducted by Survey Research Laboratory at the University of Illinois should be carefully reviewed for input for such a study.

5. The DVTE should place a high priority on specially funded career education projects that concentrate on the establishment of demonstration programs at the secondary level. Such projects should emphasize articulation of career education from primary grades through secondary and post-secondary levels of education.

   - Such projects would assist LEA's to prepare for USOE funding under general grant programs for exemplary career education models (K-12) which will be funded through the Education Amendments of 1974.
   - Other DVTE projects aimed at providing career education for secondary school level, handicapped, and special minority or disadvantaged students should be encouraged in order to improve LEA's chances for funding for such programs from USOE.
   - The DVTE should establish direct communication with the USOE, Office of Career Education, to learn of funding levels and priorities for the next three years.

Rationale: It is TAI's observation that the implementation of career education has not kept pace with its development in Illinois. Specially funded projects by the DVTE have contributed to the creation of a wide variety of counseling and guidance materials and curriculum materials which have yet to be used by either elementary or secondary schools in the State.

Over one half (53.3%) of the EOIP and non-EOIP districts that were surveyed in this study believed career education should be infused in the regular curriculum. But many of these same respondents needed further resource information or inservice assistance in order to execute this objective.

This indicates the need for the DVTE to place a stronger emphasis on the development of implementation models using career information materials that have been developed by previous federal and/or DVTE projects in the State or commercial materials that are now available in the market.

General Observations and Concerns of TAI

Although the design of this study was directed toward four specifically stated objectives, the process of collecting information and interviewing a large number of educators in the State provided the TAI study team with a number of insights that it believes beneficial to the DVTE staff.

First, there is a widespread general awareness of career education among educators and the public, but there is also much confusion. There were a number of evaluation team members who noted this confusion and even admitted it for themselves. This would lead to the conclusion that even though the DVTE should not revert to the early days of the career education movement in which there was much debate about the definition of career education, it should continue to emphasize and publicize the career

education model that it has used for the past several years.

Second, the recent reorganization and amalgamation of the Illinois Office of Education has left a number of internal organizational assignments and responsibilities related to career education to be resolved. In an organization as large as the Illinois Office of Education these matters will take time. Among the things that would help clarify the status of career education in the newly organized Office of Education would be a public statement regarding the currency of the action goals and related action objectives that were last published in 1973. No doubt this is needed for all educational areas for which such action goals exist, but in the case of career education it is especially acute because of the newness of the concept of career education.

Third, throughout the study, feedback from elementary and secondary school sources indicated a low level of participation by parents and students in planning and assessing career education needs. This aspect is important to the concept of career education and should be publicized and encouraged by the DVTE in districts that apply for EOIP funding or specially funded career education projects.

Fourth, part of the reason that developmental activities seem to have outrun implementation of career education programs is the normal lag time between the two; however, a significant number of educators interviewed by TAI noted the general absence of transitional moneys in federal and DVTE career education projects to carry programs from development to implementation.

Fifth, although the DVTE has devoted a large part of its specially funded projects to inservice education, it remains an area of need by LEA's. Not only should it be continued, but the DVTE staff from the RDU and the PCDU should engage in joint planning meetings (along with representatives from other Illinois Office of Education units) to develop priorities and strategies for providing inservice to more teachers at both the elementary and secondary level and to school district administrators.

Sixth, TAI was concerned about the stated lack of evaluation criteria being used by LEA's to assess their own career education efforts. The DVTE should encourage specially funded projects and workshops to develop, document, and utilize such evaluation tools for career education programs.

Concluding Statement

TAI believes that the evidence it gathered during this study substantiated the strong impact of EOIP funding on those districts that received it. Federal and DVTE specially funded projects have emphasized the development of career information materials. Most of this effort has been at the elementary level; thus, both development and implementation of career education in Illinois has had its greatest thrust at the elementary level. However, much of the necessary ground work of increasing the awareness of the educational community (teachers, administrators, parents, and students) about career education seems to have been done. This is an important prelude to implementation in secondary and post-secondary school districts. The job that remains is to implement career education programs at the secondary level in curriculum areas outside of traditional vocational education courses and counseling and to see that career education efforts in the lower grades are articulated with those at the secondary and post-secondary level.

III OVERVIEW OF THE STATUS OF CAREER EDUCATION IN ILLINOIS

The introduction of career education in Illinois began with a number of DVTE specially funded projects in 1970. This developmental effort was reinforced by the implementation of the Elementary Occupational Information Program (EOIP) to support career education in grades K-8 in the State. TAI is unaware of any other state that supports career education with general state funds in the same manner as Illinois. This bears testimony to the commitment of Illinois to career education.

Philosophical Support for Career Education

Philosophical support for career education in Illinois also appears in the substantive goals of education contained in Action Goals for the Seventies: An Agenda for Illinois Education, Second Edition.[1/] A number of the stated goals have implied significance for career education and one goal in particular explicitly supports career education.

- The educational system must provide every student with opportunities in training for the world of work.
  Action Goals for the Seventies: An Agenda for Illinois Education, p. 41

This goal is supported by the following specifically stated action objectives.

- By 1976, a system for training career education professionals should provide sufficient personnel to meet career education objectives.
  Professional Training Action Objective, p. 113

1/ Issued by the Office of the Superintendent of Public Instruction, November 1973.

- By 1975, . . . aid in the development of grades K-6 career awareness programs, grades 7-10 career exploration programs, and grades 10-12 career orientation programs (will be provided).
  Pupil Personnel Services Action Objective, P. 119

- By 1975, . . . provide an understanding of the career education concept to all school district personnel so that when current developmental efforts are completed a career development process can be initiated by every school in the State.
  Career Education Action Objective, p. 139

Note: The latter action objective for career education replaced two previous objectives which stated that 1) a system of financial support for career education would be developed by 1973 and 2) occupational information for elementary school pupils and career education for students in high school, post-secondary schools, and four-year institutions would be provided by 1975.

The three action objectives cited above indicate the general support being given to career education at the State's educational administrative hierarchy.

Note: Since Action Goals for the Seventies: An Agenda for Illinois Education was published in 1973, there has been a change of the State Superintendent of Public Schools and a subsequent reorganization of the Illinois Office of Education. Public statements by the new State superintendent indicate a strong continued support of career education. However, the status of the goals and objectives contained in the above-quoted document has not yet been affirmed in writing or in subsequent published goal statements.

Status of Career Education

The status of career education in Illinois was assessed through the input of local districts, vocational education evaluation team members, and review of specially funded DVTE projects since 1970. The status of elementary school career education was determined from EOIP and non-EOIP districts. Career education at the secondary level was assessed through the observations and opinions obtained from evaluation team members who had served in 1973-74. A total of 93 evaluation team members responded to a mailed survey and personal interviews conducted by TAI. Of the 93 evaluation team members, 41 were team leaders, 32 were businessmen, and 20 were student members of the evaluation teams.

This study did not deal directly with post-secondary career education except in cases where the DVTE or federal government funded special projects.

Career Education at the Elementary Level

The status of career education at the elementary school level is discussed in length in Chapter IV. In summary, nearly 25 percent of the eligible elementary school districts in the State received EOIP funds in 1973-74. About $378,000 of EOIP funds were distributed to elementary districts serving more than one half million K-8 pupils.

The evidence presented in Chapter IV indicates that career education at the elementary level in Illinois is increasing and being effectively infused in the curriculum. There is little doubt that the expenditure of EOIP funds by the DVTE, thus far, has had a major impact on the status of career education at the elementary level.

Career Education at the Secondary Level

Because of their exposure to a large number of high schools, evaluation team members were asked to assess the status of career education at the secondary level. Even though evaluators' perceptions may be somewhat limited because their primary objective during evaluation visits was to assess vocational education programs rather than career education, they

were able to offer some insights about the status of career education at the secondary level.

Three areas of inquiry were pursued with evaluation team members. These were:

1. What was the level of awareness of career education among school personnel?
2. What was the major focus of career education program activities?
3. What were the target student populations for career education?

Each of these issues is addressed below.

Level of Awareness Among School Personnel. Each type of evaluation team member (students, administrators, etc.) was asked to indicate the level of awareness about career education that he observed among school personnel in the districts that were evaluated in 1973-74. Table 3-1 contains the pattern of responses given by each type of evaluation team member. Although there were varying perceptions about the level of awareness that was observed, over half the total group of evaluators agreed that there was a general awareness of career education among school personnel; 15.1 percent thought that there was a high level of awareness.

Focus of Career Education Activities. The majority of evaluators (58.1%) believed that guidance was the major focus of career education in the districts they evaluated. Table 3-2 shows the perceived focus of career education activities in secondary districts that were evaluated by respondents last year. In addition to guidance, evaluators indicated that other career education activities were being undertaken. These were student testing (45.2%), curriculum development (44.1%), student use of career information materials (41.9%), and use of community resources (39.8%). Other activities directed toward career education shown on Table 3-2 were not viewed as major by more than one out of five evaluation team members.

Table 3-1

SUMMARY OF RESPONSES FROM EVALUATION TEAM MEMBERS
REGARDING AWARENESS OF CAREER EDUCATION BY SCHOOL PERSONNEL

Level of Awareness	Type of Respondent					
	Student N=20	High School Teacher N=3	Administrator N=26	Businessman N=32	College Instructor N=12	Total N=93
1. High Level of Awareness	25.0%	33.3%	-- %	21.9%	8.3%	15.1%
2. General Awareness	55.0	33.3	50.0	59.4	41.7	52.7
3. Low Level of Awareness	15.0	33.3	46.2	6.3	25.0	22.6
4. Little or No Awareness	--	--	3.8	3.1	16.7	4.3
5. Don't Know	5.0	--	--	9.4	8.3	5.4

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

Table 3-2

EVALUATORS' PERCEPTIONS TO MAJOR FOCUS
OF CAREER EDUCATION PROGRAM ACTIVITIES

Focus	Evaluators Marking Item					
	Students N=20	Teachers N=3	Administrators N=26	Businessmen N=32	College Instructors N=12	Total N=93
1. Teacher Training or Inservice	25.0%	66.7%	23.1%	15.6%	8.3%	20.4%
2. Curriculum Development	30.0	66.7	61.5	31.3	58.3	44.1
3. Guidance Systems	65.0	66.7	61.5	53.1	50.0	58.1
4. Counselor Training or Inservice	15.0	--	3.9	25.0	8.3	14.0
5. Student Testing	35.0	66.7	61.5	31.3	58.3	45.2
6. Student Use of Career Materials	20.0	66.7	73.1	25.0	50.0	41.9
7. Use or Development of AV Materials	15.0	--	23.1	9.4	16.7	15.1
8. Special Education	25.0	33.3	23.1	15.6	33.3	22.6
9. Community Resource Development or Utilization	50.0	66.7	30.8	46.9	16.7	39.8
10. Administrative Training or Inservice	5.0	--	7.7	9.4	--	6.5
11. Program Evaluation	20.0	--	11.5	9.4	16.7	12.9

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

Target Populations for Career Education. No accurate count of the number of secondary school students who were involved with career education activities could be obtained in this study. This is due to the fact that unlike vocational education courses that are clearly identifiable, career education activities can occur in a wide variety of general education and college preparatory courses in the high school. At present there is no student accounting system which gathers and compiles such data.

Even though the number of students involved with career education activities was not obtained, evaluation team members did indicate what they believed to be the target population of career education in the districts they last visited. Table 3-3 shows that 59.1 percent of the evaluators believed that regular high school students were the target population of career education. This was followed by 22.6 percent of the evaluators who believed that disadvantaged students were a target population.

> Note: The various groups of students which were posed as potential target populations for career education may not have differentiated clearly enough between regular students and college preparation students. Therefore, TAI does not believe that the relatively low percent of evaluators (8.6%) who saw college preparation students as a target population necessarily reflects the proportion of districts that direct career education toward such students.

Outstanding Career Education Programs

Because of their widespread exposure to local school districts in the State, evaluators were asked to indicate any outstanding programs in career education of which they were aware. About one third of the responding evaluators listed programs. Districts mentioned by more than one evaluator were Joliet, Sycamore, and Mattoon.

Table 3-3

SUMMARY OF RESPONSES FROM EVALUATION TEAM MEMBERS' PERCEPTION OF PARTICULAR GROUPS OF STUDENTS AS TARGET POPULATION OF CAREER EDUCATION IN SCHOOL LAST EVALUATED

Group	Type of Respondent					
	Student N=20	High School Teacher N=3	Administrator N=26	Businessman N=32	College Instructor N=12	Total N=93
Career Education Not Emphasized	5.0%	33.3%	11.5%	9.4%	16.7%	10.8%
Regular Students	60.0	66.7	69.2	56.3	41.7	59.1
Handicapped Students	10.0	33.3	7.7	12.5	25.0	12.9
Disadvantaged Students	30.0	33.3	11.5	21.9	33.3	22.6
College Prep Students	15.0	33.3	3.9	9.4	—	8.6
Others	5.0	33.3	11.5	18.8	8.3	12.9
Don't Know	5.0	--	3.9	6.3	8.3	5.4

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

Note: This is not to say that there are not other exceptionally well developed or operated career education programs in the State, but these three districts were listed often enough by various evaluation team members to warrant being mentioned here. Some evaluators mentioned programs in their own school and others listed programs they had seen during evaluations. In most cases no details about the programs were given and full descriptions of the complete name and location of the program were missing.

General Comments by Evaluation Team Members

Evaluation team members were asked to comment on any aspect of career education that they had observed in the districts they had evaluated. The responses were wide-ranging. Several evaluators mentioned that they did not believe that the written instruments they completed for this study provided enough latitude for them to express their impressions of the career education programs they had seen. However, the following evaluator comments cover a number of issues that were addressed in this study which are discussed in this as well as in later chapters of this report.

Note: The following comments were only edited to insure consistent use of language. Although several of the comments were excerpts from longer statements, no attempt was made to change the context or intention of the evaluator. In cases in which permission was received by TAI, the name of the person making the comment is shown.

- I have served on the program evaluation team only once. I was truly amazed at the excellent planning and organizational structure in general. It was also a great source of gratification to see the extended effort which was being made in preparing our young people for "the world of work."
  Sister Mary Evelyn Vichuras
  Director, Nursing Service

- I have not seen a comprehensive career education program in operation. Parts of each have been developed by various school districts.
  College Evaluation Team Member

- It is extremely evident to industry that upgrading is needed very badly in the type of students coming into industry--some schools direct themselves into career areas while others lag. Some schools don't seem to teach a senior how to look for a job.
  Raymond F. John
  Personnel Manager - Safety Director

- I was impressed with the overall caliber of the career education program (in the district I evaluated). The only shortcoming seemed to be a lack of enthusiasm for the program among teachers not identified with vocational subjects.
  Thomas L. McMichael, Office Manager
  Illinois Bureau of Employment Security

- A basic problem that appeared in secondary schools was that the major portion of career-oriented staff did not have adequate time to plan. Also, there is a problem of getting backing from local school officials to begin programs.
  Dr. C. I. Washburn
  Dean-Career Oriented Division

- We would recommend action by the State DVTE to seek industry support and resources to develop career education programs that would be realistic in terms of opportunities available in local and greater (Chicago) community areas based upon probable economic developments. This support should be available to school districts on a statewide basis.
  John P. Merenkov
  (formerly) Department Chief, Technical Education

- I have studied (the need for DVTE consultant services) a lot. I believe it is most effective to teach and provide information on how to change as opposed to spoon-feeding (districts). Assistance in evaluation, especially internal evaluation would get at this.
  Sonya Petersen
  School Psychologist

- I recommend that DVTE put out a manual of ideas to implement career education. Also, we need to push for group vocational guidance--if possible require it!
  John D. McLuckie
  Student

- It seems to me that career education is being used to unload rejects out of the regular program. I feel more emphasis should be placed on the importance of career education in the total system, higher requirements to get in the program, and better defined training plans.
  James Johnson
  Student Teacher

The nature of the foregoing comments are representative of those made by other evaluators. They range from complimentary to critical. In nearly all instances, both types of evaluator comments were constructive and indicative of a desire to see action taken by local districts and the DVTE to improve the quality and availability of career education for students.

Conclusions on Status of Career Education

Based on extensive evidence from elementary schools and the perceptions of evaluation team members at the secondary level, it appears that career education has made greater inroads in the lower grades (K-8) than at the secondary level (9-12). This seems to be supported by more than the opinion and comments of the evaluation team members who participated in this study. Officials and staff members from the OSPI, DVTE, and specially funded projects in Illinois voiced similar opinions when interviewed by TAI.

Support for career education by various segments of the State's population is documented in the findings of an extensive statewide survey conducted for OSPI by the Survey Research Laboratory at the University of Illinois. Five populations were sampled to determine their attitudes toward various aspects of public school education.[1/] Results of this study indicate that approximately half the adult respondents thought that more money should be spent on career and vocational education and the majority of students considered career and vocational education "very worthwhile."

A general observation after reviewing the status of career education in Illinois is that the concept is widely known, if not understood, by the general public, the majority of educators, and a fair portion of students. Support for career education is reflected in the published goal statements and the verbal comments of top-ranking officials in the Illinois Office of Education. Specially funded DVTE projects related to career education reflect career education as a high priority. EOIP funding seems to have made an impact at the elementary level and the OSPI survey indicates a high level of student satisfaction with the career education experiences they have had at the secondary level.

A paradox to this general flow of support for career education occurs at the district level. Evaluation team members observed that the commitment of secondary school district board members, school administrators, and teachers to career education was lower in the districts they evaluated than was the level reflected in elementary level EOIP districts. The need for greater support for career education by more district-level administrators seems to be reflected in the previously mentioned evaluator comments. Furthermore, in the OSPI attitude survey cited earlier, the goal of providing students with "opportunities in training . . ." showed a vast range

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1/ The statistical sample that was surveyed in this study was composed of 1,570 general public respondents, 482 public school teachers, 300 school board members or school administrators, 525 public opinion leaders, and 1,801 eleventh and twelfth grade students. The document containing the complete results of this study is: Final Report on Evaluation/Assessment Planning for Systematically Ascertaining the Opinions of Various OSPI Publics, Urbana: Center for Instructional Research and Curriculum Evaluation, University of Illinois, June 30, 1973.

of views. The majority of all populations surveyed identified this goal as either very important or somewhat important but students rated it as the second most important action goal while principals rated it the least important of the nine action goals. School board members and district superintendents ranked it about seventh of the goals.

It would seem that the developmental efforts of the DVTE, federal projects, EOIP, and the Office of Education have set the stage for widespread acceptance of career education but intensive efforts must continue to inform and gain further support and commitment from district policy makers and school administrators so that implementation of career education can occur.

IV IMPACT OF EOIP FUNDING ON STATUS OF CAREER EDUCATION IN ILLINOIS

EOIP Survey Response

Information on the impact of EOIP funding provided by the DVTE was obtained from 150 or 64.4 percent of the districts receiving such funds in 1972-73 and 49 or 38.0 percent of the stratified random sample of non-EOIP funded districts. Figure 1 shows the number and percent of mailed survey responses received from local districts in each of the six regions of the State. The distribution of survey responses from EOIP districts was amazingly well balanced from all regions of the State, ranging from 60.0 percent in the Chicago area (Region 1a) to 68.2 percent in other sectors of the Northeastern Region (1b) and the Southwestern Region 5 (68.0%).

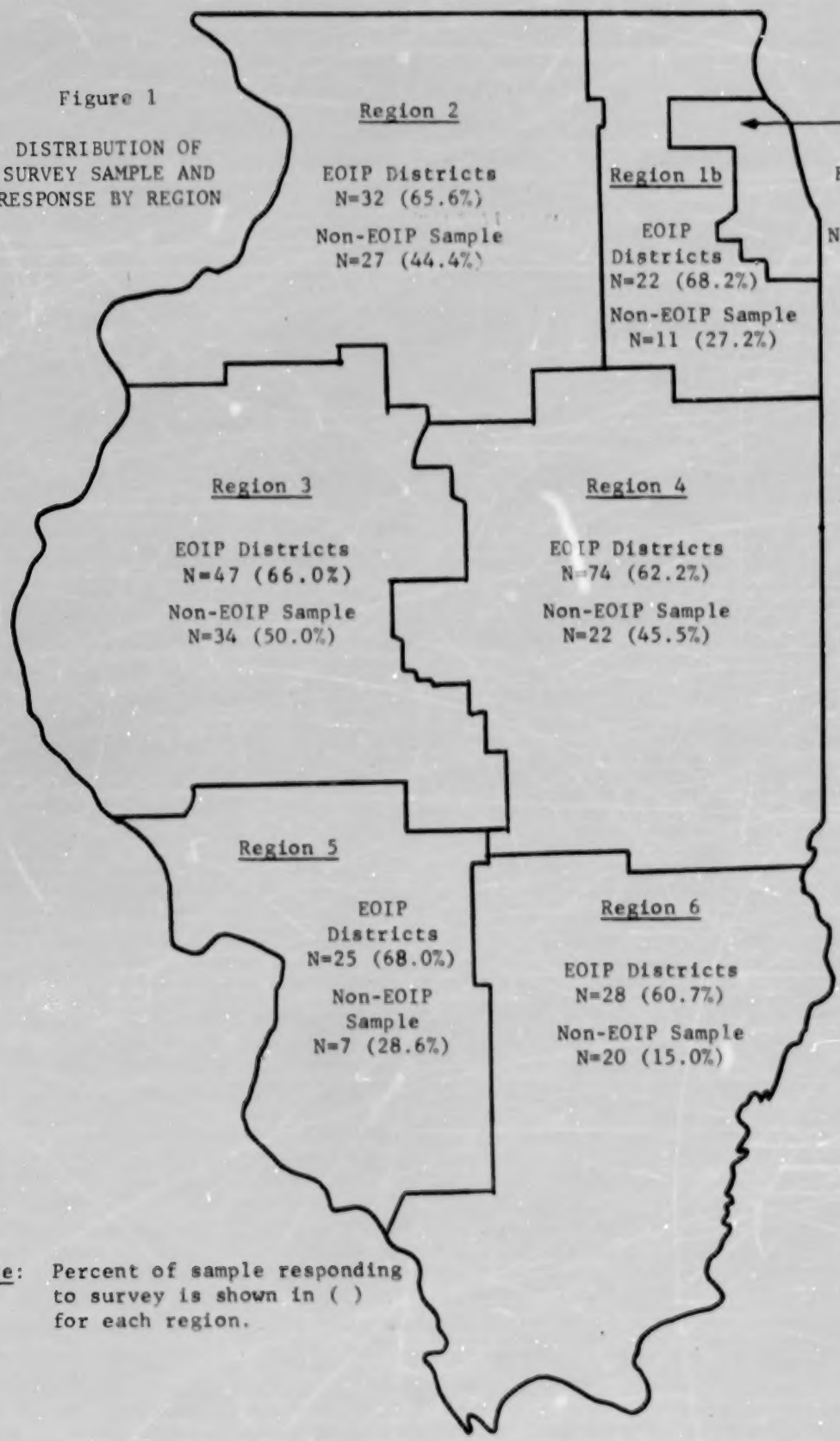
As might be expected, the level of responses from districts not receiving EOIP funds was lower than from those that did. While a 38.0 percent response was received from all non-EOIP sample districts (129), the pattern of survey responses ranged from a low of 15.0 percent in the Southeastern Region (6) to a high of 50.0 percent in the Central Western Region (3).

A complete summary of survey responses by sample districts of varying size is shown in Appendix G. In general, a higher proportion of large districts (over 1,000 pupils) responded to the survey than did small districts, and a higher percent of unit (K-12) districts responded than did dual (K-8) districts. About 43.0 percent of the sample dual districts responded compared with 67.6 percent of the unit districts.

> Note: TAI analyzed district responses by each size category as noted in Chapter I; however, for the sake of brevity, tabular data shown in this chapter are categorized only by districts of over and under 1,000 pupils. TAI found that these two-size categories were sufficient to reflect the differences in district patterns of operation and characteristics.

Figure 1

DISTRIBUTION OF SURVEY SAMPLE AND RESPONSE BY REGION



Note: Percent of sample responding to survey is shown in ( ) for each region.

In addition to the responses of sample EOIP and non-EOIP districts, TAI also considered the interpretative responses and perception of Vocational Education Evaluation Team members who responded to the written survey and the personal contacts that were made by TAI with evaluation team members during field visits. When deemed appropriate, TAI shows a comparison of EOIP, non-EOIP, and evaluation team members.

> Note: As mentioned earlier, the study design did not include direct contact with high schools; therefore, evaluation team members were used as a means of gathering an overview of the status of career education at the secondary level. It is important to note that the evaluation team's perceptions apply almost exclusively to secondary rather than elementary schools.

Key Findings from EOIP Survey

In order to synthesize the EOIP survey results in a meaningful manner, TAI has organized the findings in four major areas related to the study objective and its research questions on the use of EOIP funds by local districts. These major areas are:

1. Characteristics of EOIP Districts
2. Student Enrollments in EOIP Districts
3. EOIP Funding Level and Patterns
4. Comparison of EOIP and non-EOIP Districts on Career Education Characteristics

Characteristics of EOIP Districts

It was noted in Chapter I that 24.8 percent of the State districts operating elementary schools (938) received EOIP funds in 1972-73. It is noteworthy that 42.3 percent of the eligible unit districts (K-12) and 10.0 percent of the dual districts (K-8) received support.

As a pattern, large districts (over 1,000 pupils) were two to five times more likely to apply for and receive EOIP funds than were smaller

districts. Only 8.2 percent of the districts with fewer than 500 pupils received funding compared with 47.1 percent of the districts with pupil enrollments of 5,001 to 10,000 (see Table 1-2 in Chapter I).

About 60 percent of the districts receiving EOIP funds were located in a region served by an area vocational center. Approximately the same proportion of responding non-EOIP districts were located near an area vocational center. Subsequent analysis by TAI revealed that this factor appeared to have little or no effect on the career education programs in individual districts.

Student Enrollments in EOIP Districts

An estimated 503,000 pupils attended elementary school in districts receiving EOIP funds in 1972-73. Thus, while only 24.8 percent of the total eligible districts in the State received EOIP funding from the DVTE, 31.4 percent of the K-8 students in the State were potentially affected by EOIP funds.

> Note: Of the approximate half million K-8 pupils who attended school in EOIP districts in 1972-73, the mailed survey in this study received responses from districts covering 446,000 or 88.7 percent of such pupils. Thus, the survey responses represent a large majority of the elementary students affected by the use of EOIP funds in all regions of the State.

EOIP Funding Level and Patterns

In 1973-74 (the most recent fiscal year completed at the time of this study) the DVTE distributed $378,000 in EOIP funds to local districts. This amounted to an average of $1,627 per district receiving EOIP funding support. Funding information received from 118 EOIP districts is summarized on Table 4-1. This information indicates that the 118 responding districts received about 58.6 percent of the EOIP funds that were distributed in 1973-74. A review of the average amounts received by different sized districts shows that small (under 1,000 pupils) dual districts (K-8) received slightly larger average payments ($333) than did the same sized unit districts ($219).

Table 4-1

SUMMARY OF EOIP RESPONDENTS
BY AMOUNTS RECEIVED FOR PROGRAMS IN 1973-74

Type of District	Number Stating Amount Received	Total Amount Received 1973-74	Average Amount Received 1973-74
Dual Elementary			
Under 1,000	5	$ 1,667	$ 333
Over 1,000	15	61,386	4,092
Unit District			
Under 1,000	22	4,822	219
Over 1,000	71	106,255	1,497
Other[1/]	5	47,281	9,456
TOTALS	118	$221,411	$1,876

1/ Other is comprised of three cooperatives or joint agreement career information programs plus two unidentified respondents with over 5,000 students each.

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

Why Districts Did Not Apply For EOIP Funding

Non-EOIP districts were asked why they did not obtain EOIP funds in 1973-74. One half the non-EOIP districts responding gave reasons for not receiving funds. Seven districts stated the reason they did not avail themselves of EOIP moneys was because they were not aware the funds were available. Six dual elementary and one unit district gave this as the reason for not applying. Eight districts indicated that career education had a low priority in their districts or that they were not interested because too little money was involved for the effort to write plans. Two districts indicated their plans were not approved and four others said they had no programs.

Comparison of EOIP and non-EOIP Districts

TAI used survey results to make comparisons between districts receiving EOIP funds and those that did not in such areas as 1) district awareness of career education as a concept, 2) emphasis on career education in district curriculum, 3) changes in the attitude of district personnel, 4) expenditure of funds on career education activities, and 5) use of various methods in presenting career education.

Awareness of Career Education

For several years the DVTE has been promoting a career education model in Illinois that depicts a progression of 1) career awareness in elementary schools through 2) career exploration in upper elementary and junior high grades to 3) career orientation in the ninth and tenth grades and 4) career preparation in the final two years of high school and at the post-secondary level.

Apparently the promotion of this career educational model has had a positive effect in raising the understanding of most educators in the State. Most districts (two thirds or more) agreed that the primary emphasis of career education at the elementary level is to increase student awareness. This was true of both EOIP and non-EOIP funded districts regardless of size and type. Generally, EOIP funded districts were more likely than non-EOIP

funded districts to state the elementary level emphasis was also to allow exploration and provide orientation. Only six (3.0%) of the 199 responding districts indicated a primary emphasis of career education at the elementary level was to prepare for job entry.

Thus, it is apparent that there was no major difference in the general awareness of career education among educators in EOIP or non-EOIP districts in Illinois; however, continued promotion of career education by the DVTE is warranted in order to reinforce understanding among two thirds of the State's school district personnel and expand knowledge of the concept to educators in the remaining third of the districts in the State.

Emphasis on Career Education

There are significant differences in responses from EOIP, non-EOIP districts, and evaluation team members on the perceived level of emphasis on career education being given by various components of the school community in local districts. In all cases, EOIP respondents indicated an increased emphasis over non-EOIP respondents evidenced by commitment of 1) boards of trustees, 2) school administrators, and 3) teachers. Increased involvement of parents, business community, and advisory committees was also indicated by a much higher proportion of respondents from EOIP districts than non-EOIP districts or evaluation team members. See Table 4-2 for a comparison of the responses from personnel in EOIP and non-EOIP districts along with evaluation team member responses.

The infusion of career education into the curriculum received increased emphasis in 70.7 percent of EOIP funded programs and 49.0 percent of non-EOIP districts. Evaluators tended to be more reserved in their responses to areas of increased emphasis in career education at the secondary level. Slightly more than 44 percent of them indicated there was increased commitment by school administrators and teachers and about 40 percent indicated involvement of the business community. However, they found little evidence of parental involvement or student participation in planning and evaluation. The lack of student involvement in planning and evaluation was noted also by EOIP and non-EOIP respondents.

Table 4-2

COMPARISON OF EOIP, NON-EOIP AND EVALUATOR RESPONSES INDICATING AN INCREASED EMPHASIS IN THE STATUS OF CAREER EDUCATION

Increased Emphasis by	EOIP N=150	Non-EOIP N=49	Evaluators N=93
1. Commitment of Board	57.3%	44.9%	29.0%
2. Commitment of School Administration	66.0	61.2	44.1
3. Commitment of Teachers	62.0	42.9	44.1
4. Involvement of Parents	41.3	10.2	6.5
5. Involvement of Business Community	53.3	18.4	39.8
6. Use of Advisory Committee	51.3	30.6	34.4
7. Infusion of Career Education	70.7	49.0	29.0
8. Student Participation in Planning and Evaluation	21.3	16.3	5.4

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP) and the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

A more detailed comparison of EOIP and non-EOIP district perceptions on the emphasis of career education in their respective districts appears in Appendix H. In summary, it appears that the greatest difference between EOIP and non-EOIP districts occurred in the dual elementary districts with over 1,000 students. EOIP respondents from this type and size of district were much more likely to perceive an increased emphasis in career education than were their counterpart non-EOIP district respondents.

Large unit districts that did not receive funding perceived greater increased emphasis than their counterpart funded district in all areas except parent and business community involvement.

> Note: It appears the greatest impact from funding EOIP occurs at the over 1,000 dual elementary district. Whether this is due to the size of the district itself or because sufficient EOIP funds are available to cause change to occur is not evident. However, it is important to realize that even though more emphasis on career education may be occurring in districts receiving EOIP funds than in districts not receiving funds, the latter have also experienced some increase in awareness and emphasis on career education.

Perception of Change

In addition to obtaining perceptions of board, administrative, and teacher support for career education, TAI sought evidence of positive change in career education from both EOIP and non-EOIP funded districts. Eleven items reflecting change in a district's emphasis on career education were listed on the written survey form. These are shown on Table 4-3 along with the percent of respondents from each type of district who believed such changes had occurred in their own district.

The types of change most frequently evidenced in EOIP funded districts were more career materials in libraries/resource centers (91.3%), incorporation of career concepts in educational goals (90.0%), and more teacher use of career materials (82.0%). In all areas of change, except increased positive parental inquiries in which the percent of responses were about

Table 4-3

COMPARISON OF EOIP AND NON-EOIP RESPONDENTS' PERCEPTIONS TO CHANGES IN CAREER EDUCATION

Change	EOIP N=150	Non-EOIP N=49
1. Career Concepts in Educational Goals	90.0%	59.2%
2. Increased Positive Parental Inquiries	42.0	42.9
3. More Career Materials in Libraries/Resource Centers	91.3	73.5
4. More Teacher Use of Career Materials	82.0	67.4
5. More Career Field Trips	68.0	40.8
6. Larger Career Education Budget	55.3	49.0
7. More Teachers Attend Career Education Inservice	54.7	44.9
8. Community Needs Assessment Conducted	37.3	20.4
9. Community Resources Persons Used by Schools	64.0	49.0
10. Objectives Developed for Career Education	59.3	44.9
11. Increase in Students Involved in Career Education	70.0	46.9

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

equal, a higher percent of respondents in EOIP funded districts indicated change than did non-EOIP funded districts. The area receiving the lowest level of response was in the conduct of a community needs assessment (37.3% EOIP, 20.4% non-EOIP). A considerably higher percent of EOIP respondents perceived more student involvement in career education (70.0%) than did non-EOIP respondents (46.9%).

When type and size of district were analyzed it was found that in large districts (over 1,000 students) greater change was reported in all areas than in small districts.

Expenditure of EOIP Funds

Earlier it was noted that the average level of funding in 1973-74 per EOIP district was $1,627. The first identifiable difference noted by TAI between EOIP and non-EOIP districts was that 78.0 percent of the former had a specific person designated to coordinate career education compared with 65.3 percent of the non-EOIP districts.

The second notable difference between EOIP and non-EOIP districts was that a higher percent of the former used local funds to support career education than did the latter. It appears that EOIP funds act as a multiplier of local funds for career education and that the districts receiving EOIP funds continue to spend local funds on career education activities. This pattern is supported by the evidence shown on Table 4-4. In 10 areas for which expenditure of EOIP funds were reported, a larger percent of EOIP districts than non-EOIP districts also spend local funds. By comparing the 10 items shown on Table 4-4 for which funds were expended, it can be seen that EOIP funds were most often used for the purchase of A-V materials (by 67.3% of respondents), career information materials (49.3%), and purchase or development of curriculum materials (46.7%). Also, local funds were most often used for purchase of A-V materials (58.7% EOIP respondents, 55.1% non-EOIP respondents).

Those who participated in the EOIP program were much more likely to use local funds for inservice training (52.7%) than were those who did not participate in the EOIP program (22.5%).

Table 4-4

COMPARISON OF EOIP AND NON-EOIP RESPONSES
BY TYPE OF ITEMS FOR WHICH FUNDS WERE EXPENDED

Type of Expenditure	(N=150) EOIP DVTE Funds	(N=150) Local Funds	Non-EOIP N=49 Local Funds
1. Inservice Training	27.3%	52.7%	22.5%
2. Purchase of Equipment	35.3	56.7	38.8
3. Purchase of A-V Materials	67.3	58.7	55.1
4. Curriculum Materials Development or Purchase	46.7	58.0	49.0
5. Consulting Services	11.3	15.3	8.2
6. Additional Staffing	7.3	18.7	6.1
7. Release Time	21.3	33.3	26.5
8. Career Information Materials	49.3	58.0	49.0
9. Field Trip Transportation	24.7	56.7	26.5
10. Other	5.3	4.0	10.2

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

Appendix I contains a detailed summary of the EOIP expenditures by size and type of district. A few observations are noted below.

Large EOIP dual elementary districts (over 1,000 students) were much more likely to use the EOIP funds than other type or size of district for inservice training (62.5%), for purchase of equipment (56.3%), and for field trip transportation (50.0%); but small EOIP unit districts were most likely to spend local funds for career information materials (66.7%). Few districts (25% or less) regardless of size, type, local or EOIP funding, spent moneys for consulting services or additional staffing.

Methods Used to Present Career Information

Districts were asked to indicate the methods that they used to present career information. Twelve such methods were listed on the written survey form. These are shown on Table 4-5. In nearly all instances if a method was used it was found to be beneficial. In no case did more than six of the total respondents find a method non-beneficial; however, there were certain methods that were tried much less frequently than others. In all instances, except computerized career information, a higher percent of EOIP respondents had tried the various methods listed than had non-EOIP respondents. Few respondents from either group, EOIP or non-EOIP, had used computerized career information or career education programs via TV. More than half of both groups had used resource people, parents, field trips, and A-V presentations. Career resource centers were much more likely to be tried in EOIP districts (40.0%) than non-EOIP districts (18.4%).

When size and type of district were compared by TAI, over half the large EOIP districts used role playing but this was not so in the small districts. The only type and size of district in which over half the respondents indicated career resource centers were used was the EOIP dual elementary district with more than 1,000 students. Career fairs/days were used by over half the dual 9-12 districts responding.

Table 4-5

COMPARISON OF EOIP, NON-EOIP, AND EVALUATORS' RESPONSES INDICATING METHODS USED TO PRESENT CAREER INFORMATION

Method	Used and Beneficial		Used	Not Used	
	EOIP N=150	Non-EOIP N=49	Evaluators N=93	EOIP N=150	Non-EOIP N=49
1. Resource People	91.3%	77.6%	51.6%	5.3%	12.2%
2. Parents	69.3	67.4	17.2	23.3	24.5
3. Field Trips	92.0	73.5	58.1	4.0	14.3
4. Role Playing	49.3	32.7	20.4	45.3	46.9
5. AV Presentations	93.3	81.6	35.5	2.7	12.2
6. Career Programs via TV	21.3	18.4	3.2	66.7	73.5
7. Interviews on the Job	47.3	38.8	21.5	45.3	46.9
8. Career Resource Centers	40.0	18.4	28.0	51.3	71.4
9. Career Kits	57.3	44.9	20.4	28.0	42.9
10. Consultants	34.0	22.5	30.1	52.7	67.4
11. Computerized Career Information	4.0	6.1	4.3	90.0	83.7
12. Career Fair/Night	34.0	28.6	30.1	60.0	51.0

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP) and the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

Conclusions on Differences Between EOIP and non-EOIP Districts

After reviewing the similarities and differences between EOIP and non-EOIP districts it appears that six factors distinguish the two types of district in Illinois. Although exceptions occur, EOIP districts:

1. Possess a greater commitment to career education by boards, administration, teachers, and parents than non-EOIP districts
2. Were more likely to use local funds for career education than were non-EOIP districts
3. Were more likely to have a person with designated responsibility for coordinating career education
4. Were less likely to want to know more about sources of career education information but were just as likely to want assistance in providing inservice programs
5. Were far more likely to perceive changes in indicators of career education development and activity related to goals, field trips, community needs assessment, etc.
6. Were likely to have tried and found beneficial a greater variety of methods for presenting career education than were non-EOIP districts.

It is the conclusion of TAI that the expenditure of EOIP funds, thus far, has been a contributing factor in developing and implementing career education at the elementary school level in Illinois.

V NEED FOR DVTE CONSULTANT SERVICES IN CAREER EDUCATION

TAI sought to determine the areas of DVTE consultant assistance that local district personnel and specially funded project directors would find beneficial. The sources of obtaining this information were from sample districts, vocational evaluation team members, and the directors of DVTE specially funded projects.

> Note: The focus of this inquiry by TAI was to identify needed DVTE consultant assistance in setting up and improving career education activities, programs, and projects and not to identify general consulting services that were needed by local districts or special project personnel. Furthermore, because the study was originally intended to identify DVTE consultant service needs, the survey responses do not specifically indicate consultant services that might be provided by other educational units of the Illinois Office of Education.

This chapter contains a summary of the DVTE career education consultant services that were identified as needed by local districts and special career education projects.

Needs of Local Districts

As a first step in identifying areas of needed DVTE consultant assistance, EOIP and non-EOIP districts were asked if they had difficulty setting up or operating an effective career education or occupational information program. Many of the non-EOIP survey respondents did not choose to answer this question.

> Note: It is possible that non-EOIP districts did not answer this question because they had not set up any formal career education program.

About 40 percent of the large EOIP districts (over 1,000 students) had difficulty setting up or operating their program. The smaller EOIP districts did not face the same difficulty.

Note: Possibly there is a lesser coordinating problem and less complexity in the career education programs of smaller districts due to size and lower level of funding.

As a general observation, it appears that small districts are less likely than large districts to recognize a need for DVTE consultant services in the area of career education; but fewer small districts have implemented career education programs at the elementary level.

Nine types of DVTE consultant services that were needed by local districts are shown on Table 5-1. The responses of EOIP and non-EOIP districts shown on Table 5-1 refer generally to elementary school districts while the perception of evaluation team members refers primarily to secondary schools. A review of the findings shows that inservice assistance was the area most frequently identified as needed by EOIP respondents (55.3%) and evaluators (68.8%). Non-EOIP respondents indicated this was second on their list of needed consultant services (51.0%). Resource information had the highest percent of response from non-EOIP respondents (55.1%).

Generally, evaluation team members perceived a higher level of need for DVTE consultant services at the secondary level than did EOIP and non-EOIP districts at the elementary level. This was typified by the fact that over 50 percent of the evaluators listed six of the nine consulting services shown on Table 5-1 as needed by local districts. The highest level of needed DVTE consultant assistance was perceived to be inservice for educators in career education. When evaluation team members were asked if they saw evidence of inservice for educators (in career education) in the districts and schools they evaluated in 1973-74, only 23.7 percent said yes. Nearly half of the responding evaluation team members said they did not see any evidence of inservice in the districts they evaluated. See Table 5-2 for a summary of the responses from various types of evaluation team members (students, administrators, business/community representatives, etc.).

In addition to reviewing the overall stated needs of local districts, TAI analyzed responses from EOIP and non-EOIP districts by size and type

Table 5-1

SUMMARY OF EOIP AND NON-EOIP DISTRICTS AND EVALUATORS REGARDING TYPES OF CONSULTANT SERVICES NEEDED FROM DVTE

Consultant Service Needed	EOIP N=150	Non-EOIP N=49	Evaluators N=93
1. Assistance to Develop Career Education Plan	26.7%	38.8%	61.3%
2. Resource Information	33.3	55.1	48.4
3. Budgetary Development Assistance	18.7	14.3	45.2
4. Inservice Assistance	55.3	51.0	68.8
5. Program Evaluation Assistance	29.3	25.0	61.3
6. Staffing Utilization	9.3	12.2	34.4
7. Advisory Committee Development	22.0	16.3	52.7
8. Student Evaluation Development for Career Education	28.7	24.5	55.9
9. Assistance in Needs Assessment Survey	24.0	22.5	51.6

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), and the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

Table 5-2

EVALUATORS' PERCEPTIONS OF INSERVICE FOR
EDUCATORS IN CAREER EDUCATION

Was There Evidence of Inservice	Position of Evaluator					
	Students N=20	High School Teacher N=3	Administrator N=26	Business/ Community N=32	College N=12	Total N=93
Yes	20.0%	66.7%	26.9%	18.8%	25.0%	23.7%
No	50.0	33.3	57.7	40.6	58.3	49.5
Don't Know	25.0	--	15.4	34.4	8.3	22.6
No Response	5.0	--	--	6.3	8.3	4.3

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Career Education for Vocational Education Evaluation Team Member, February 1975.

of district with regard to their perceptions of types of consultant services the DVTE could provide. This analysis is contained in Appendix J. In summary, when small non-EOIP districts were analyzed, two areas of need in addition to inservice education rise. These are career education plan development and resource information.

Large districts with over 1,000 students were much more likely to indicate a need for DVTE consultant services. This is especially so in their strong response to a need for inservice in career education, resource information, program evaluation, and student evaluation. Large districts not receiving EOIP funding were more likely to indicate a need for DVTE consultant services than were similar sized districts receiving EOIP funds.

> Note: TAI is not certain that in large K-12 districts the difference between career education and vocational education is clearly defined so far as DVTE consultant services are concerned. However, larger districts with their more complex administrative and educational systems perceive a greater need for DVTE consultant services than do smaller districts. This pattern should not be interpreted to mean that because small districts were less likely to identify the need for DVTE consultant services in the area of career education, such needs do not exist.

Needs of Specially Funded DVTE Projects

Project directors of specially funded DVTE projects and programs were asked to identify areas of assistance they had received from DVTE project monitors or other DVTE consultants. Based on the response TAI received from 22 DVTE projects, two areas of assistance were mentioned most frequently: 1) project development and design and 2) budgetary development. Table 5-3 shows the areas of assistance that specially funded projects said they had received. In nearly all cases there was a high level of satisfaction with the assistance that had been provided by the DVTE.

Table 5-3

PATTERN OF ASSISTANCE GIVEN
BY DVTE STAFF ON SPECIALLY FUNDED PROJECTS

Types of Assistance Received	Number of Mentions	
	Project Monitor	Other DVTE Consultants
Budgetary development	4	3
General consultation	2	1
Project management	1	--
Proposal writing	1	2
Evaluation	--	1
Advisory committee	--	1
Inservice	--	1
Public relations	1	1
Project development and design	6	4
Project execution	1	--
Contractual agreement	1	1

Source: Compiled by TAI from responses to the Illinois DVTE Survey of Career Education: Illinois DVTE and/or Federal Project Information Questionnaire, February 1975.

It is important to note that the information summarized on Table 5-3 indicates the type of assistance that had been received by specially funded projects from DVTE personnel. When project personnel were asked during interviews what areas of assistance they would like to see strengthened, the consensus was for project evaluation. In this regard, project directors indicated that they would appreciate feedback on project evaluation from the DVTE during the project as well as at the end of the project. Although some DVTE projects, such as workshops, are funded on a short-term one-time basis, written feedback from participants or third-party evaluators was seen as desirable by project directors. More on the topic of project evaluation will be discussed in the next chapter.

Except for the increase in consultant assistance in project evaluation feedback cited above, project directors indicated that the DVTE consultant services and assistance that had already been received by them should be continued.

As a further means of developing guidelines for DVTE consultant services for local districts and specially funded projects, TAI met with USOE officials to obtain direction of the functions of career education. At a Region IX meeting held by USOE in San Francisco (September 1974), eleven suggested career education functions were discussed. These are:

1. Needs analysis
2. Promotion and commitment
3. Program planning
4. Program analysis
5. Inservice training
6. Materials/activities development
7. Instruction
8. Guidance and counseling
9. Curriculum development
10. Placement and follow-up
11. Impact evaluation

The similarity between these eleven career education functions and the list of DVTE consultant services shown on Tables 5-1 and 5-3 indicates

that much of the existing consulting activity of the DVTE is in line with the current pattern of needs being expressed by the USOE. Because of this similarity, the DVTE in Illinois may wish to review these functions and assess their current consultant activities as they relate to these functions and establish its own priorities based on the expressed needs indicated in this chapter.

VI REVIEW OF SPECIALLY FUNDED CAREER EDUCATION PROJECTS

As part of the statewide review of career education in Illinois, TAI examined the characteristics and focus of various career education projects funded by federal agencies (USOE and NIE) and the DVTE.

> Note: The purpose of this aspect of the study was not to evaluate any of these specially funded projects individually; rather, it was to examine the comprehensiveness of the projects as a whole.

This chapter summarizes information that was obtained from federal projects, DVTE projects, and contacts made with various educational agencies in Washington, D.C.

Federally Funded Career Education Projects

Five major career education projects in Illinois were federally funded. Three of these were funded by the National Institute for Education (NIE) and two were funded by the U.S. Office of Education (USOE). TAI was able to obtain information on four of the five federally funded projects. Descriptive information on the level of funding and the purpose of each project is summarized below.

1. Career Awareness and Exploration, K-8: A project funded for $250,000 by NIE, located in the Peoria Public Schools, District 150. Even though federal funding terminated in 1973, the project was at the time of inquiry for this report being supported by local funds. The focus of the project is educator inservice and curriculum development along with student involvement. The project is a spin-off of the ABLE model at Northern Illinois University (NIU) which originally was funded by the RDU. Thus far, 750 elementary teachers have developed and taught at least one career education unit. Over 2,000 copies of the People of Peoria Career Awareness and Exploration Teacher Handbook,

developed during the project, have been distributed to school districts in Illinois and throughout the nation. Over 50 career education workshops have been conducted in six states by the director or the assistant director of this project.

2. Comprehensive Career Planning System, K-12: A project funded for $345,000 by NIE, located in the Rockford Public Schools. In-kind matching funds are supplied by the local district. This project is seeking to synthesize and utilize career education resources already developed by other projects in the State. At the elementary level the local schools are using ABLE materials and those developed in the Career Education for Children project. Both of these were funded by the RDU. Project SOURCE, which seeks to identify and use community resource people, is the focus at the junior high or intermediate school level. High school students are using CVIS and other counseling and guidance materials. This is a vertical K-12 articulation project.

   It is anticipated that after federal funding ceases in 1975, the project will be maintained by the local district. Thus far the project has endeavored to maintain a balanced cross section of students at each level with 800 students involved at the K-6 level, 500 at the 7-8 level, and 5,000 at the high school level.

3. ERIC Clearinghouse in Career Education: A project funded thus far for $370,000 by NIE, located at Northern Illinois University (NIU), De Kalb. It is expected that the ERIC Clearinghouse at NIU will be funded next year for $303,000.

   About 18 staff people are involved in the collection, cataloging, and dissemination of career education information. Approximately 2,400 career, adult, and continuing

education documents have been accessioned in this clearinghouse. According to the director, most career education materials received by the ERIC Clearinghouse at NIU are submitted by educational agencies and districts across the nation. No commercially published documents are actively sought by ERIC. For a small fee, users of ERIC can obtain microfiche copies of documents stored in the computer system at NIU.

The ERIC Clearinghouse system at NIU functions primarily as a library storehouse for printed documents. No audio-visual materials are retained or disseminated, even though written descriptions of films, games, etc. may be on file and retrievable.

Presently the principal users of the ERIC Clearinghouse at NIU appear to be graduate students. This is exemplified by the approximate 1,000 students who use the system each quarter. However, in 1973 about 625 teachers also used the system. One important aspect of the ERIC Clearinghouse at NIU is that once career education materials are accessioned and stored in the system, all of the other 15 ERIC clearinghouses located nationally have access to the materials.

4. Enrichment of Teacher and Counselor Competencies in Career Education, K-8: A project funded for $356,000 by USOE, located at Eastern Illinois University (EIU), Charleston. In-kind support for the project amounting to $112,500 was provided by EIU. The purpose of the project was to develop, evaluate, and disseminate 1) career curriculum guides that were applicable at the K-6 level which would result in positive values and attitudes toward work, decision-making skills, and an awareness of occupational opportunities, 2) sample teaching modules, and 3) an instructional system which was adaptable to elementary instruction. The project

provided teacher inservice and preservice education, curriculum development, and counseling and guidance materials.

Regular as well as disadvantaged and handicapped students were target populations.

About 2,000 students, 70 teachers, and 400 parents and community resource people were involved in the project. At the time of the survey the method of disseminating project-developed materials had not been determined.

5. Du Sable Exemplary Project, K-8: A project funded by the USOE. Despite an initial contact and a follow-up contact, no response was received by TAI from this project. However, a description of the project indicates that it is aimed at elementary level children in an urban school setting.

Overview of Federal Projects and Their Impact

The four federally funded projects, for which complete financial information was available, provided over $1.3 million directly to local educational agencies. These federal funds were also increased by in-kind local support. Table 6-1 shows the level of federal funding for each of the five projects included in this study.

Although the DVTE was not directly involved with these federal projects, it is noteworthy that the products of career education projects which had been funded by the DVTE were germane to several of the federal projects. ABLE materials and CVIS were two DVTE projects that contributed directly to the federally funded projects.

In summary, the federal projects were characterized by the following pattern of operations.

- Three out of five were funded directly to local school districts. Two were funded at universities.

Table 6-1

SUMMARY OF FEDERALLY FUNDED
CAREER EDUCATION PROJECTS IN ILLINOIS

Federal Project	Recipient	Funding Agency	Level of Federal Funding (000's)
1. Career Awareness and Exploration, K-8:	Peoria P. S. #150	NIE	$ 250
2. Comprehensive Career Planning System, K-12:	Rockford P. S.	NIE	345
3. ERIC Clearinghouse for Career Education:	NIU, De Kalb	NIE	370[1/]
4. Enrichment of Teacher and Counselor Competencies, K-6:	EIU, Charleston	USOE	356
5. Du Sable Exemplary Project, K-8:	Du Sable P. S., South Chicago	USOE	N.A.
Total Federal Funding			$1,321[2/]

1/ ERIC anticipates receiving an additional $303,000 for 1975.

2/ Total does not include funding of the Du Sable project.

Source: Data compiled by TAI, March 1975.

- Of four federal projects aimed at students, three were aimed at the elementary level and only one contained a senior high component along with an elementary level component (Rockford).
- The focus of activity in the majority of federal projects was curriculum development, inservice education, and implementation of career education (primarily at the elementary level).
- According to project personnel estimates, over 25,000 students have been exposed to various aspects of career education being developed by these projects; another 1,500 educators in Illinois were involved in some project activity (use of project materials, pilot testing, inservice, etc.) sponsored by federally funded projects between 1970 and 1974.

The four federally funded projects outlined above are intended to provide products and/or services which can be disseminated to districts on a nationwide basis. These projects are of relevance to the State of Illinois. As will be shown in the following section of this chapter, many DVTE sponsored projects have provided products and impetus for federally funded projects in career education.

Although none of the units in the DVTE have a formal responsibility for monitoring federal projects within the State, continued DVTE efforts to establish and maintain liaison and communications with personnel from such projects is essential.

DVTE Specially Funded Projects

Two units of the DVTE have funded projects related to career education since 1970. The Research and Development Unit (RDU) has sponsored 17 such projects and the Professional Curriculum and Development Unit (PCDU) identified nine projects related to career education. TAI was able to obtain information on 13 of 15 RDU sponsored projects that were completed at the start of this study and all nine of the PCDU projects.

Financial information from 20 of the 22 DVTE projects surveyed by TAI indicates that over $1.5 million were allocated for such specially funded projects. Each of the project recipients had also invested local funds in the projects; however, this was more likely to be "in-kind" than in actual moneys. In-kind contributions consisted of staff time, facilities, equipment usage, supplies, graduate student assistance, and other services provided by local agencies.

Local financial support for some DVTE special projects was not limited to that from educational agencies. In one case a private corporation (IBM) provided $125,000 in services and computer time to help develop a counselor support system.

Before proceeding with a further discussion of all the career education projects that were sponsored by the DVTE, a few of the major characteristics of the projects monitored by the RDU and the PCDU are outlined below.

Research and Development Unit (RDU) Projects

A review of the current and recently completed research, developmental, and exemplary activities processed and monitored by the RDU indicates that career education was an area of concentration in about one third of the projects funded by the RDU. Other leading areas of concentration were delivery systems, evaluation, management information systems, curriculum development, and demonstration centers.

Although the exact nature of each of the RDU sponsored projects was not the subject of this study, the proportion of projects sponsored by the RDU that are concerned with career education seems to attest to its high priority in the unit.

The most extensive career education projects funded by the RDU were the ABLE project coordinated by Dr. Walter Wernick at NIU; the Career Development for Children project coordinated by Dr. Larry Bailey at SIU; and the counselor support system, known as the Technology and Education project, at Willowbrook High School.

Note: A fourth major project, Career Education Model 7-10 at Chicago State University was discontinued by the RDU during its first year because of difficulties in completing the necessary program design.

Project directors of RDU sponsored projects estimated that over 9,000 students within the State of Illinois had been directly involved with or affected by RDU projects since 1970.[1/] This estimate was considered by TAI to be very conservative because in one DVTE project alone (ABLE) a third-party evaluator estimated that nearly 25,000 students had been affected by the project.

Over 3,000 teachers and administrators were reportedly involved in various RDU project activity since 1970. About 600 parents and community resource persons were affected by two or the 12 RDU projects for which TAI received information.

Professional Curriculum and Development Unit (PCDU) Projects

The majority of the career education projects sponsored by the PCDU since 1970 were inservice workshops for educators. Six of the PCDU projects reviewed by TAI had inservice education as a major thrust. Three of the eight responding to this item indicated the projects also dealt with development of curriculum materials in career education. All of the latter seemed to be directed at the elementary level.

Because of the nature of PCDU projects, the persons who were involved directly in project activities were either classroom teachers or school administrators. It was estimated that 600 of the former and 500 of the latter have participated in PCDU sponsored projects since 1970.

Focus of DVTE Career Education Projects

The major focus of the career education projects sponsored by the DVTE[2/] since 1970 has been inservice education (9 projects), development

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1/ Estimates of students affected by RDU sponsored projects do not include CVIS (Computerized Vocational Information System) for which the project staff could give no accurate estimate.

2/ This includes projects from both the RDU and the PCDU.

of career information materials (8 projects), development of counseling and guidance systems and materials (4 projects), curriculum development (elementary level) and development of community resources (3 projects each). Table 6-2 summarizes the major focus of both DVTE and federal projects for which TAI was able to obtain information.

When all projects for which information was available (24 projects) are considered, it becomes apparent that nearly half of the federal and DVTE career education projects in the State deal with inservice education (45.8%), development of career information materials (41.7%), counseling and guidance (25.0%), and curriculum development (20.8%). In contrast, little project activity has been directed toward any of the following.

1. Teacher Preservice
2. Counselor Training
3. Student Testing
4. Development or Use of A-V Materials
5. Special Education
6. Project or Program Evaluation

Need For Future DVTE Special Projects

Of the six areas listed above, TAI considers two areas especially important for increased emphasis by the DVTE. These are teacher preservice and project or program evaluation.

Teacher Preservice

The rationale for emphasis on teacher preservice is based on the belief that if career education is to make a lasting and significant impact on classroom content and teaching techniques, prospective teachers as well as those already in the profession need to develop the necessary knowledge and skills to infuse career education in the classroom.

Project or Program Evaluation

The rationale for increased emphasis on project or program evaluation is based on the fact that over 20 districts receiving EOIP funds stated

Table 6-2

PERCEPTIONS BY SPECIAL PROJECT RESPONDENTS
OF THE MAJOR FOCUS OF PROJECT ACTIVITIES

	Project Activity	Federal N=4	PCDU N=8	RDU N=12	Total N=24	Percent of Total
1.	Inservice Education	2	6	3	11	45.8%
2.	Teacher Preservice	1	--	1	2	8.3
3.	Curriculum Development	2	1	2	5	20.8
4.	Counseling/Guidance Systems or Materials	2	--	4	6	25.0
5.	Counselor Training	--	--	1	1	4.2
6.	Student Testing	1	--	1	2	8.3
7.	Career Information Materials	2	3	5	10	41.7
8.	Development or Use of AV Materials	1	--	1	2	8.3
9.	Special Education	1	--	--	1	4.2
10.	Community Resource Development	1	--	3	4	16.7
11.	Administrative Training or Inservice	1	1	2	4	16.7
12.	Project or Program Evaluation	1	--	1	2	8.3
13.	Other (microfiche, newsletter, CVIS)	1	--	2	3	12.5

Source: Compiled by TAI from data received during on-site visits and from the responses to the Illinois DVTE Survey of Career Education: Illinois DVTE and/or Federal Project Information Questionnaire, February 1975.

that they had no system for evaluating their career information (education) efforts. Of those who indicated some criteria existed for assessing the impact of career education, the methods used to assess career education were usually informal and took the form of teacher observation of students, teacher reaction to programs, and informal surveys of students. Districts that were part of a secondary system often stated vocational education criteria such as input from advisory committees, student job placement, increased student enrollments in vocational education courses, and student follow-up studies were used instead of criteria for career education assessment.

The impression conveyed by many local districts indicates that there is a need for the development of clear and easily determined criteria for evaluating career education efforts at both the elementary and secondary level.

At the same time, it seems that the DVTE needs to concentrate on the development of consistent and easily applied criteria for evaluating specially funded career education projects. This applies to both the RDU and PCDU. It is equally important the the criteria and methods used by the DVTE to evaluate projects be communicated to specially funded project directors. One special project director said that no feedback was received from a third-party evaluator of his project; however, this was an exception rather than the common practice of most third-party evaluators.

It was noted by several PCDU project directors that the written evaluation forms used at some workshops were too general and were sometimes collected by the PCDU with no feedback given to the director of the workshop so that improvement could be made in future workshop presentations.

Development and Use of Secondary Level Career Education Materials

In addition to the two areas noted above in which the DVTE might consider funding special projects, several other project areas should be considered. The first of these is further development and use of career education materials at the secondary level. The second area of potential special project emphasis is articulation of K-12 career education programs in local districts.

Career Education Material Development in Past DVTE Projects

An important aspect of DVTE sponsored career education projects has been the production of curriculum materials for use by local school districts. In this regard, three special projects are noteworthy: ABLE, Career Development for Children, and OCCUPAC. The former two projects were sponsored by the RDU and the latter was sponsored by the PCDU.

ABLE materials have been used by 16.7 percent of the EOIP districts and 8.2 percent of the non-EOIP districts that responded to this study. An analysis of user districts indicates that the principal users of ABLE were EOIP districts with over 1,000 pupils. The actual number of students exposed to ABLE was not obtained but the director of ABLE reports that several hundred teachers in Illinois have participated in inservice workshops on the use of ABLE. Additional out-of-state workshops have been conducted and ABLE materials have been sent to districts in other states.

Career Development for Children materials were reportedly used by 9.3 percent of the EOIP districts and 8.2 percent of the non-EOIP districts in Illinois. The most common users of these materials have been large non-EOIP districts. Materials from this project have been accepted for publication and distribution by a major publisher (McKnight). No doubt this will expand the use of these materials not only within Illinois but on a national scale.

OCCUPAC materials, comprised of 15 student learning kits, have been used by 12.7 percent of the EOIP districts responding to this study. The main users of OCCUPAC seem to have been large EOIP districts.

Table 6-3 shows the percent of districts using career education materials developed by the three projects mentioned above compared to a wide variety of commercially prepared materials. Ninety districts identified commercial materials they had purchased. More districts (35) had purchased Science Research Associates (SRA) career education materials than any other type. McKnight Publishers' career materials on the World of Work series were purchased in ten districts. King Features and

Table 6-3

COMPARISON OF EOIP AND NON-EOIP RESPONDENTS' USE OF PARTICULAR CAREER EDUCATION MATERIALS

	EOIP N=150	Non-EOIP N=49
1. ABLE Material	16.7%	8.2%
2. Career Development for Children Materials	9.3	8.2
3. OCCUPAC Materials	12.7	2.0
4. Commercial Materials	49.3	36.7

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

Chronicle Guidance materials were each purchased in six districts. In all, 24 different commercial producers of career education materials were listed but most were mentioned by only one or two districts.

The use of career education materials by local districts indicates that taken as a whole, there were 67 responses to use of career education materials from three DVTE projects compared with 90 districts that identified commercially prepared materials.

It is apparent that in past curriculum development efforts sponsored by the DVTE, primary emphasis has been on the elementary level. These efforts have been largely successful but leave a dearth of curriculum materials for use at the secondary level. This fact is important when considering articulation problems of career education programs between elementary and secondary schools.

Articulation of Career Education Programs

Approximately one third of the elementary school districts and evaluation team members that were surveyed stated that there was a need for stronger articulation efforts in career education between elementary and secondary schools. For this reason, TAI believes the DVTE should consider placing greater emphasis on special projects that feature articulation of K-12 career education programs. This conclusion is supported by information obtained by TAI from potential funding agencies in Washington, D.C.

Potential Funding Sources for Career Education

During the course of this study TAI made contact with a number of agencies in Washington, D.C. to identify potential areas of funding for career education. Results of these contacts with NIE, USOE, Department of Labor, and the Fund for the Development of Post-Secondary Education have already been presented to the DVTE in writing (Technical Report No. 3, June 10, 1974).

The contact with the latter agency indicated that it was not currently considering funding any career education projects. Information obtained

from the Department of Labor indicates that the recently passed Comprehensive Employment Training Act (CETA) has greater financial implications for vocational education than for in-school youth engaged in career education.

Information from contacts with NIE and USOE is summarized below.

National Institute for Education (NIE)

Available information in February 1975 indicates that NIE's budget is extremely limited and does not allow for extensive new research in career education. Its present mode of operation is not one which encourages great involvement with state educational divisions such as the DVTE. Review of the NIE's publication, Career Education Program: Program Plan for Fiscal Year 1975 indicates that currently there are no major NIE projects in the State of Illinois. There are some individual research grants being administered out of the University of Chicago, but these do not appear to be directed toward elementary and secondary students in Illinois. The net picture of NIE at this time indicates that it will not be a major source of funds for the development or implementation of career education during the coming fiscal year.

U.S. Office of Education (USOE)

Under provisions of the Education Amendments of 1974, $10 million was appropriated for each of the next three years. This money is the first to be specifically designated for use in career education. It is expected that the overall $30 million will be used to develop exemplary K-12 career education models over the next three years. These funds are expected to be distributed directly to local educational agencies; however, there is a possibility that a part of the funds will be channelled through state research coordinating units. At the time of this report, the latter issue has not been settled.

USOE contacts indicate that applications for such grants should consider the criteria set forth in "An Introduction to Career Education," a policy statement available from the office of the Commissioner of Education. This includes a section related to essential tasks for initial implementation of

a comprehensive career education effort with guidelines for placing priorities on program efforts and expected learner outcomes.

Of the $10 million appropriated for FY75, $6 million is designated for a general grant program for exemplary models. The thinking at the time of this report in the Office of Career Education, which will administer these funds, is that the Office will be looking for districts to be receivers of grants which have already taken initial career education steps and that now need only to make a final push toward implementing an articulated K-12 career education system.

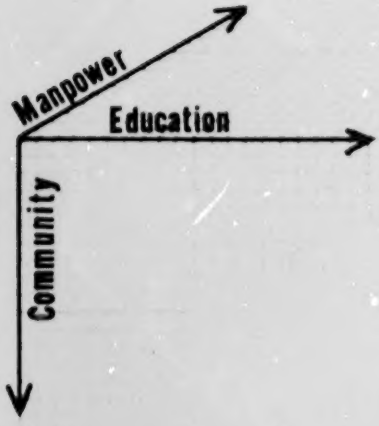
At this time the USOE plans to use the remaining $4 million for special thrusts in career education. These thrusts will be directed toward the secondary level and/or toward special populations such as the handicapped, disadvantaged, and minorities. The rationale given for the thrust coming at the secondary school is that the USOE believes the primary emphasis of career education to this time nationally has been at the K-8 level.

The picture of future funding sources for career education indicates that DVTE emphasis should be placed on the secondary level development and use of career education materials and the implementation of articulated K-12 career programs. The rationale for this emphasis is based on the fact that the USOE seems to be looking for potential district programs where grant moneys can be used to demonstrate procedures for effectively implementing articulated career education programs rather than starting with the development of curriculum materials.

APPENDIXES

Appendix A

COVER LETTER AND WRITTEN SURVEY FORM
USED TO OBTAIN INFORMATION FROM
FEDERAL AND SPECIAL DVTE PROJECTS



October 23, 1974

To: All Project Directors

Tadlock Associates Inc. (TAI) is presently conducting a statewide study of career education for the Illinois Division of Vocational and Technical Education. As part of the study, TAI is surveying the projects and districts that have contributed to the overall status of career education in the State.

This study includes obtaining information from elementary school districts that have received funds for elementary occupational information programs, a sample of districts which have not received these funds, federally funded career education projects in the State, and special career education projects funded by the DVTE since 1970.

When completed in March 1975, the results may be used to establish Division contract priorities, possible new directions for career education in the State, and possible new priorities for consulting services for local districts.

As director of a special DVTE project furthering the development of career education both nationally and in Illinois, you can assist in this serious endeavor by providing the information requested on the enclosed questionnaire. Please forward the completed survey form to Tadlock Associates in the enclosed self-addressed envelope before November 8, 1974.

All information received from your project will be held in confidence. No data from individual projects will be identified in our final report unless specific written permission has been received. If you have any questions regarding this study or the enclosed survey forms, contact Dr. Ronald L. McCage of the DVTE staff at (217) 782-4620.

Respectfully,

Fred Carvell
Vice President

TADLOCK ASSOCIATES INC.
86 Third Street • Post Office Box 38 • Los Altos, California 94022 • Telephone (415) 941-2555

ILLINOIS DVTE SURVEY OF CAREER EDUCATION:
ILLINOIS DVTE AND/OR FEDERAL PROJECT INFORMATION
QUESTIONNAIRE

Title of Project:_____

Name of Project Director:_____

Position/Title of Project Director:_____

Name of Institution from which
Project is Administered:_____

Location of Administering
Institution (City):_____

Excluding the project director, list the number and the general functions or responsibilities of the persons who are being funded under the project.

Number	Type of Persons Involved and Functions
(Example: 4	Elementary teachers who are developing and testing primary grade career education curriculum units.)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is your project currently in process? Yes_____ No_____

If NO, in what year was the project completed? _____

If YES, in what year is the project scheduled for completion? _____

Did same person who started project complete it? Yes____ No____

1. What federal or state agency funded the project? (Check one or more)

OSPI____ DVTE____ USOE____NIE____ Other (specify):_____

2. Indicate the amount of federal/state funds budgeted for each year of the project.

	Year(s)	Amount of Federal/State Funds per Year	Amount of Local Funds per Year
(1st)	19___	$_____	$_____
(2nd)	19___	_____	_____
(3rd)	19___	_____	_____
(4th)	19___	_____	_____
Total Amount		$_____	$_____

3. In addition to the federal, state, or local funds listed above, were funds from other sources used to support project personnel or activities?

Yes_____ No_____

If YES, indicate what sources and amounts were obtained.

_____	$_____
_____	_____
_____	_____
Total Amount	$_____

4. Give a brief description of the project. (Attach any appropriate written material to aid in understanding the nature and scope of the project; such as progress reports, final reports, brochures, etc.)

_____

_____

_____

_____

_____

_____

5. What are the key objectives of the project? (Attach any appropriate written material to outline or explain the project goals or objectives.)

_____

_____

_____

_____

6. What would be the most appropriate descriptors of the major focus of project activities? (Check any that apply.)

_____ 6.1 Inservice education

_____ 6.2 Teacher preservice

_____ 6.3 Curriculum development. Level:_____

_____ 6.4 Counseling/guidance systems or materials

_____ 6.5 Counselor training

_____ 6.6 Student testing for interests, aptitudes, or attitudes

_____ 6.7 Career information materials

_____ 6.8 Development or use of A-V materials

_____ 6.9 Special education

_____ 6.10 Community resource development or utilization

_____ 6.11 Administrative training or inservice

_____ 6.12 Project or program evaluation

_____ 6.13 Other (specify):_____

_____

_____

_____

7. During the project have you had direct contact with anyone from the State of Illinois Division of Vocational and Technical Education (DVTE)?

   Yes____ No____

   If yes, what was the type of assistance and frequence of this contact?

Type	Number Times	Helpful	Not Helpful	Assistance from Project Monitor	Assistance from Other DVTE Consultants
(Example: Budgetary development	2	✓		✓	✓)

   Explain as necessary:_____

   _____

8. How was (or is) the project evaluated by the federal/state agency that funded it?

   _____

   _____

   _____

9. Was (or is) the evaluation process useful or helpful in improving the outcome of the project?

   Yes____ No____ Don't know____

   Explain why or why not:_____

   _____

   _____

10. Is/was there a specific target population that the project is intended to benefit when it is completed? (Check or complete as many as appropriate.)

Target Level of Student:

Pre-K thru 6	___	11-12	___	Teacher-Educator	___
7-8	___	13-14	___	Teacher	___
9-10	___	Adult	___	Administrator	___
				Other	___

For Professional Use:

Teacher-Educator	___	(preservice___	inservice___)
Classroom Teacher	___	Guidance Personnel	___
State Personnel	___	Other	___
Local Administrators	___		

Type of Student:

Regular	___	Handicapped	___
Disadvantaged	___	Other	___

Number of Persons Directly Involved: (Estimate if necessary)

Students	___	Community Resource People	___
Teachers	___	Other (specify):	_____
Parents	___		

11. Is there a specific or tangible end product that will be the result of your project? Yes____ No____ If YES, what will the end product be?

	Paper			Slides and
___Hard copy	___Bound	___Video Tape	___Film	___Film Strips
___Pages	___Pages	___Minutes	___Minutes	___Color
		___B & W	___B & W	___B & W
		___Color	___Color	___Frames
		___Size	___Size	Audio (___)Yes (___)No

Other (describe):_____

_____

_____

12. As part of your project, is there a specific plan for the production and/or dissemination of the results or end products? Yes____ No____

If YES, briefly explain how this is to be achieved:_____

_____

_____

If NO, what do you expect to happen to your project when it is completed?

_____

_____

13. In a brief statement, describe what you believe to be the major importance or impact of your project to Career Education in Illinois. (Number of students that were or will be affected, improved teacher competency in dealing with Career Education, etc.)

_____

_____

_____

14. General comments on the impact of your project on Career Education:

_____

_____

_____

_____

_____

_____

Name of Person Completing this Questionnaire:_____

Title/Position:_____

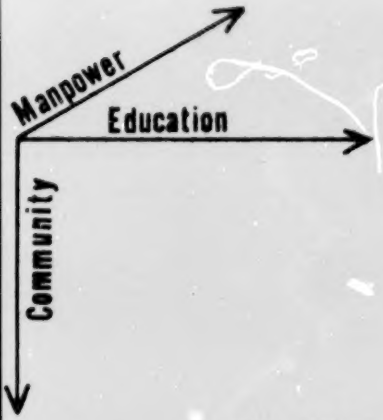
Date:_____

May TAI identify any comments or statements written on this survey form in any reports it produces for the DVTE at the end of the study?

Yes____ No____

Appendix B

COVER LETTER AND WRITTEN SURVEY FORM
USED TO OBTAIN INFORMATION FROM
EOIP AND NON-EOIP DISTRICTS



Tadlock Associates Inc.

September 25, 1974

Dear Superintendent:

Tadlock Associates Inc. (TAI) is presently conducting a statewide study of career education for the Illinois Division of Vocational and Technical Education (DVTE). As part of the study, TAI is surveying the projects and districts that have contributed to the overall status of career education in the State.

This study includes obtaining information from all federally funded career education projects in the State, the special career education projects that have been sponsored by the DVTE since 1970, and a random sample of local school districts. Your district was one of about 350 districts selected for the study.

When completed in March 1975, the results may be used to establish Division contract priorities, possible new directions for career education in the State, and possible new priorities for consulting services for local districts.

As chief administrator of your district, you can assist in this serious endeavor by providing the information requested on the enclosed questionnaire. The survey form has been sent to you so that you will be informed of the nature of the study. After you have reviewed it, please ask the person in your district whom you believe has the most knowledge about career education and information activities to complete the form. You may wish to make a copy of the form for your own information when the information has been gathered. Please forward the completed survey form to Tadlock Associates in the enclosed self-addressed envelope before October 15, 1974.

All information received from your district will be held in confidence. No data from individual districts will be identified in our final report unless specific written permission has been received. If you have any questions regarding this study or the enclosed survey forms, contact Dr. Ronald D. McCage of the DVTE staff at (217) 782-4620.

Respectfully,

Fred Carvell
Vice President

86 THIRD STREET • P. O. BOX AB • LOS ALTOS, CALIFORNIA 94022 • TELEPHONE 415-941-2555

ILLINOIS DVTE STATEWIDE SURVEY OF ELEMENTARY
OCCUPATIONAL INFORMATION PROGRAMS (EOIP)
(Confidential Questionnaire)

General Information

Name of District and Number: _____

Address: _____ Zip: _____

Telephone No: Area Code _____ Number _____

Type of District: (check one) Elementary K-8: _____ Unit K-12: _____

Other: _____ Describe: _____

Approximate Size of Total District Enrollments: (check one) Under 500 _____

501-1,000 _____ 1,001-2,500 _____ 2,501-5,000 _____ Over 5,000 _____

Number of Operating Schools in District:

_____ Elementary schools _____ Senior high schools

_____ Junior high schools _____ Other (specify): _____

Do the high schools in your service area participate in an Area Vocational Center?

Yes____ No____ Don't know____

Does your district have a specific person who is responsible for the development and implementation of career education in the schools?

Yes____ No____

If YES, what is this person's position (i.e., teacher, principal, district coordinator)? _____

District Data

Answer each of the following questions as appropriate and return the completed questionnaire in the enclosed self-addressed envelope.

1. Did your district receive funds for an Elementary Occupational Information Program (EOIP) in 1973-74 from the State Division of Vocational and Technical Education? Yes____ No____

   If YES, total amount received? $_____ (Estimate, if necessary)

   If NO, indicate the reason(s) why EOIP funds were not sought or received by the district and skip to question #4.

   _____

2. Describe how elementary OIP funds are distributed to schools in the district. (For example, were all schools allocated a given amount or were special programs funded for use by only certain schools in 1973-74?)

_____

_____

_____

3. Did your district have any particular difficulty in setting up or operating an effective career education program or occupational information program?

Yes_____ No_____ Don't know_____

If YES, briefly describe the major problems:_____

_____

_____

4. Please check appropriate spaces in the left and right hand columns below. (Answer this whether or not your district has received EOIP funds.)

Check Items for Which State Administered EOIP Funds were Spent	Reasons for Expenditure of Funds	Check Items for Which Local Funds were Spent
_____	4.1 Inservice training for district staff on career education	_____
_____	4.2 Purchase of equipment for use in career education	_____
_____	4.3 Purchase of A-V materials for career education	_____
_____	4.4 Purchase or development of career education curriculum materials	_____
_____	4.5 Payment of consulting services for career education	_____
_____	4.6 Hiring additional teachers or staff for career education	_____
_____	4.7 Payment of release time for teachers to engage in career education activities	_____
_____	4.8 Purchase or development of career information materials	_____

(continued)

Check Items for Which State Administered EOIP Funds were Spent	Reasons for Expenditure of Funds	Check Items for Which Local Funds were Spent
_____	4.9 Payment of transportation costs for career education trips	_____
_____	4.10 Other (specify): _____	
	_____	_____
	_____	
	_____	_____
	_____	

5. At the elementary level, what is the primary emphasis of career education for students in your district? (Check any that apply.)

_____ There is no special emphasis on career education in our district

_____ To increase student awareness of careers

_____ To allow students to explore various career opportunities

_____ To provide students with orientation to career education

_____ To prepare students for job entry

6. On the following questions, circle the number which most closely indicates your perception of the current status of career education in your district now in comparison to three years ago.

1. A major increased emphasis
2. No noticeable change
3. A decreased emphasis
4. I do not know or have no opinion

1 2 3 4	6.1	The commitment of the board of education/trustees to career education
1 2 3 4	6.2	The commitment of the school administration to a successful career education or occupational information program
1 2 3 4	6.3	The commitment of teachers in your school during the last 3 years to a successful occupational information system
1 2 3 4	6.4	Involvement of parents in occupational information program
1 2 3 4	6.5	Involvement of business community in an occupational information program
1 2 3 4	6.6	Use of advisory committees in helping to develop or review career education programs
1 2 3 4	6.7	The infusion of career education as part of the regular curriculum
1 2 3 4	6.8	Student participation in planning and evaluating career information programs

7. Listed below are various methods of presenting career information. Circle the number that most appropriately indicates your district's response to each question.

   1. This has been used and was beneficial
   2. This has been used and was not beneficial
   3. This has not been used

1 2 3	7.1	Resource people from government, business, and industry
1 2 3	7.2	Parent as resource people telling about own occupation or hobby
1 2 3	7.3	Field trips to businesses or other agencies in the community
1 2 3	7.4	Occupational role playing
1 2 3	7.5	Slides, tapes, records, films, etc.
1 2 3	7.6	Career programs via TV
1 2 3	7.7	Interview people on the job
1 2 3	7.8	Career resource centers in individual schools
1 2 3	7.9	Career kits
1 2 3	7.10	Consultants to help integrate career education into the school curriculum
1 2 3	7.11	Computerized career information
1 2 3	7.12	Career fair at night, day, or week
1 2 3	7.13	Other (please specify):_____

_____

8. Check any of the following things that have occurred in your district during the past three years.

   ____ Some career education concepts have been formally incorporated in the district's educational goals

   ____ There has been an increase in the number of positive inquiries made by parents

   ____ Career information materials have been purchased and made available for use by students and teachers in libraries or career resource centers

   ____ Teachers use more career related information or material in their regular classroom instruction

   ____ There has been an increase in the number of career oriented field trips for students

   ____ There has been an increase in local budget allocations for career education expenditures

____ More teachers have attended inservice programs or courses on career education

____ A community needs assessment has been conducted

____ More community resource persons have been used by the schools

____ Written objectives have been developed for career education in the district

____ There has been an increase in the percent of students involved in career education activities

____ Other activities indicating change in emphasis on career education (specify): _____

_____

_____

9. What, if any, consulting services from the state does your district need to develop, implement, operate, or assess its occupational information program?

____ Assistance to develop a career education plan

____ Resource information

____ Budgetary development assistance

____ Inservice assistance (e.g., workshops, seminars sponsored by the district)

____ Program evaluation assistance

____ Staffing utilization

____ Advisory council development

____ Assistance in developing student evaluation of career education

____ Assistance in developing a needs assessment survey

____ Other (specify):_____

_____

_____

10. In general, what criteria are being used by your district to assess the impact of career education in your district?

_____

_____

_____

_____

_____

11. What career education materials have been used by teachers in your district?

		Percent of Students in District Involved
____	ABLE Model Program materials	_____
____	Career Development for Children materials	_____
____	OCCUPAC materials	_____
____	Commercial materials (describe or list)	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____

12. Do you feel that career education concepts should be taught as a part of the regular social studies, language arts, math, and science curriculums or as a separate subject?

Separate____ Part of regular____ Both____ Don't know____

13. Is there any special effort made to articulate career education programs between the elementary and the high school which your students will attend?

Yes____ No____ Don't know____

Name of Person Completing this Questionnaire: _____

Title/Position: _____

Date: _____

May TAI identify any comments or statements written on this survey form in any reports it produces for the DVTE at the end of the study?

Yes____ No____

Appendix C

PARTIAL LIST OF PERSONS
INTERVIEWED BY TAI DURING FIELD CONTACTS

Appendix C

PARTIAL LIST OF PERSONS
INTERVIEWED BY TAI DURING FIELD CONTACTS

Dr. Larry Bailey
Director of Career Development
for Children Project
Southern Illinois University

Mabel Butler
Director of Workshop for Teachers
of Disadvantaged
Roosevelt University, Chicago

Janice Colbert
Roosevelt University, Chicago

Joseph Daly, Consultant
Professional and Curriculum
Development at Curriculum
Materials Laboratory, DVTE

Marcie Enos
Roosevelt University, Chicago

Dr. Richard Erickson, Coordinator
Vocational/Technical Education
Northern Illinois University

Dr. N. Gunner Fransen
Director of Comprehensive Career
Planning System
Rockford School District

William Grove, Assistant Coordinator
Manpower Development and Training,
DVTE

Doris Harmon
Roosevelt University, Chicago

Shirley Harris
ESEA, Title I, OSPI

Peter Johnson, Principal
Sycamore High School District
Sycamore, Illinois
(Evaluation Team Leader)

Thomas Langford, Assistant Director
Bureau of the Budget, Governor's
Office

Dorothy Lawson
Director of Career Education Workshop
Eastern Illinois University

James Little
Director of Career Education
East St. Louis School District

Roy E. McDermott, Assistant Director,
DVTE

Dr. Sally Pancrazio, Director,
Research Section, Department of
Research and Statistics, OSPI

Pat Perry
ESEA, Title III, OSPI

William E. Reynolds, Coordinator
Professional and Curriculum Development,
DVTE

Carol Sanders
Director of CERL
Eastern Illinois University

Marilyn Schreiber
Librarian for ERIC at Northern Illinois
University

Del E. Slagell, Coordinator
Manpower Development and Training,
DVTE

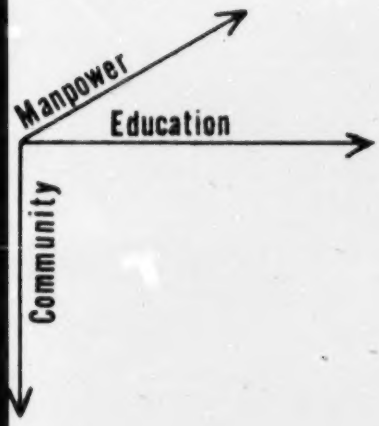
Janet Sutherland
Curriculum Specialist for the
Enrichment of Teacher and Counselor
Competencies in Career Education Project
Eastern Illinois University

Dr. David V. Tiedeman, Project Director
ERIC Clearinghouse for Career Education
Northern Illinois University

Dr. Walter Wernick
Director of ABLE
Northern Illinois University

Appendix D

COVER LETTER AND WRITTEN SURVEY FORM
USED TO OBTAIN INFORMATION FROM
VOCATIONAL EDUCATION EVALUATION TEAM MEMBERS



Tadlock Associates Inc.

September 30, 1974

Tadlock Associates Inc. (TAI) is presently conducting a statewide study of career education for the Illinois Division of Vocational and Technical Education (DVTE). As part of the study, TAI is surveying the projects and districts that have contributed to the overall status of career education in the State.

This study includes obtaining information from elementary school districts that have received funds for Elementary Occupational Information Programs, a sample of districts which have not received these funds, federally funded career education projects in the State, and special career education projects funded by the DVTE since 1970.

Because you served a unique function as a member of an evaluation team for vocational education programs in Illinois, you may have valuable input for our study. We realize that there is a distinction between career education and vocational education, but many of the activities that occur in schools do overlap. In order to help you focus on career education, the definition of career education used by the DVTE is printed on the survey forms. As an outside observer, you can assist in this serious endeavor by providing the information requested on the enclosed questionnaire.

When completed in March 1975, the results may be used to establish Division contract priorities, possible new directions for career education in the State, and possible new priorities for consulting services for local districts. Please forward the completed survey form to Tadlock Associates in the enclosed self-addressed envelope before October 21, 1974.

All information received from you will be held in confidence. No data from individuals will be identified in our final report unless specific written permission has been received. If you have any questions regarding this study or the enclosed survey forms, contact Dr. Ronald D. McCage of the DVTE staff at (217) 782-4620.

Respectfully,

Fred Carvell

Fred Carvell
Vice President

86 THIRD STREET • P.O. BOX AB • LOS ALTOS, CALIFORNIA 94022 • TELEPHONE 415-941-2555

ILLINOIS DVTE STATEWIDE SURVEY OF CAREER EDUCATION
CONFIDENTIAL QUESTIONNAIRE FOR
VOCATIONAL EDUCATION EVALUATION TEAM MEMBER

During which years did you serve as a vocational education program evaluator? (check those that apply)

1974-75_____ 1973-74_____ 1972-73_____ Before 1972_____

What was your position at the time you last served as an evaluation team member? (check one)

Student_____ High school teacher_____ Administrator_____

Business/community person_____ College/university teacher_____

Other (specify):_____

Have you ever served as a team leader? Yes_____ No_____

NOTE: TAI recognizes you were evaluating vocational/occupational programs, not career education; thus, you may not be able to respond to all of the following questions. However, would you attempt to complete as many as possible?

For purposes of this statewide study, the following description of career education has been used by the DVTE which you may find helpful in attempting to complete this questionnaire.

"Career education is a comprehensive educational program focused on careers, which begins in grade one or earlier and continues through the adult years. In elementary school, students are made aware of the wide range of jobs in our society and the roles and requirements involved. In junior high school, students may explore several specific clusters of occupations through hands-on experiences and field observation, as well as classroom instruction. They will be assisted in selecting an occupational area for further specialization at the senior high level. In senior high school, students should pursue their selected occupational area, exercising one of the following options--

- intensive job preparation for entry into the world of work immediately upon leaving high school
- preparation for post-secondary occupational education
- four-year university career preparation
- preparation or retraining for adult continuing education."

1. In your judgment, was there tangible evidence that the school administrators, teachers, or students were aware of career education as a concept in the district(s) you visited? (check one)

_____ 1.1 High level of awareness

_____ 1.2 A general awareness

_____ 1.3 Low level of awareness

_____ 1.4 Little or no awareness

_____ 1.5 I don't know

2. From your observation and interviews, could you tell whether career education was being emphasized at any particular grade levels?

Yes_____ No_____ Don't know_____

If YES, check the grade levels which you believe were the main targets of career education.

_____ 2.1 K-6

_____ 2.2 Junior high (7-8)

_____ 2.3 Senior high (9-12)

_____ 2.4 Adult education

_____ 2.5 Other (specify):

_____

3. From your inquiries, could you tell whether or not administrators, teachers, or counselors were being given inservice training on career education concepts and their application to the regular school educational program?

Yes_____ No_____ Don't know_____

If YES, what examples of special inservice training did you identify?

_____

_____

4. If career education was being emphasized in the last district you evaluated, was there a particular identifiable group of students that were the target population of such efforts? (check those that apply)

_____ 4.1 Career education was not emphasized

_____ 4.2 Regular students

_____ 4.3 Handicapped students

_____ 4.4 Disadvantaged students

_____ 4.5 College prep students

_____ 4.6 Others (specify):_____

_____ 4.7 I don't know

5. Do you feel that career education concepts were being taught as a part of the regular social studies, language arts, math, or science curriculum or as a separate subject?

Separate_____ Part of regular_____ Both_____ Don't know_____

6. Was there any special effort made to articulate career education programs between the elementary and the high school level in the district you evaluated?

Yes_____ No_____ Don't know_____

7. On the following questions, circle the number which most closely indicates your perception of the current status of career education in the districts you helped evaluate.

1. A major emphasis
2. No noticeable emphasis
3. I do not know or have no opinion

1	2	3	7.1	The commitment of the board of education/trustees to career education
1	2	3	7.2	The commitment of the school administration to career education program
1	2	3	7.3	The commitment of teachers to a career education program
1	2	3	7.4	Involvement of parents in the planning and review of a career education program
1	2	3	7.5	Involvement of business community in career education program
1	2	3	7.6	Use of advisory committees in helping to develop or review career education programs
1	2	3	7.7	The infusion of career education as part of the regular curriculum
1	2	3	7.8	Student participation in planning and evaluating career education programs

8. In schools you evaluated, what was the major focus of career education program activities being supported by the district? (check those that apply)

_____ 8.1 Teacher training or inservice for career education

_____ 8.2 Curriculum development in career education

_____ 8.3 Counseling/guidance systems or materials

_____ 8.4 Counselor training or inservice

_____ 8.5 Student testing for interests, aptitudes, or attitudes

_____ 8.6 Student use of career information materials

_____ 8.7 Development or use of A-V materials

_____ 8.8 Special education

_____ 8.9 Community resource development or utilization

_____ 8.10 Administrative training or inservice

_____ 8.11 Project or program evaluation

_____ 8.12 Other (specify):_____

9. Check the activities listed below that were used in district(s) you evaluated as part of the career education program. (check any that apply)

_____ 9.1 Resource people from government, business, and industry used as guest speakers

_____ 9.2 Parents as resource people to tell students about their occupations or hobbies

_____ 9.3 Field trips to businesses or other agencies in the community

_____ 9.4 Occupational role playing in classes

_____ 9.5 Slides, tapes, records, films, etc. used to explain the world of work

_____ 9.6 Career education programs via TV

_____ 9.7 Student interviews of people on the job to gain occupational awareness

_____ 9.8 Career resource centers in individual schools

_____ 9.9 Career kits used by students

_____ 9.10 The use of outside consultants to help integrate career education into the school curriculum

_____ 9.11 Computerized career information systems for counseling

_____ 9.12 Career fair at night, day, or week

_____ 9.13 Other (specify):_____

10. Based on your overall experience as an evaluation team member, what, if any, consulting services do you believe districts could use from the State DVTE to develop, implement, operate, or assess their career education programs?

_____ Assistance to develop a career education program

_____ Resource information

_____ Budgetary development assistance

_____ Inservice assistance (e.g., workshops, seminars sponsored by the district)

_____ Program evaluation assistance

_____ Staffing utilization

_____ Advisory council development

_____ Assistance in developing student evaluation of career education

_____ Assistance in developing a needs assessment survey

_____ Other (specify):_____

11. Are you aware of any outstanding career education programs from which TAI should attempt to obtain further information in the study?

Yes_____ No_____

If YES, list district/school, location, and possible contact person:

_____

_____

_____

Comments:_____

_____

_____

_____

_____

Name of Person Completing this Questionnaire_____

Title/Position:_____ Date:_____

May TAI identify any comments or statements written on this survey form in any reports it produces for the DVTE at the end of the study?

Yes_____ No_____

Appendix E

ALPHABETICAL LIST OF PARTICIPANTS IN THE
WORKSHOP CONDUCTED BY TAI, JULY 24, 1974

Appendix E

ALPHABETICAL LIST OF WORKSHOP PARTICIPANTS
JULY 24, 1974

Name	Position and Agency Represented
Howard E. Avery	Head Consultant, Special Programs Unit, DVTE
Walter J. Bartz	Regional Vocational Director, DVTE
Barbara Cole	Specialist, Bread and Butterflies TV Series, OSPI
Carl Gasaway	Pupil Personnel Services, OSPI
Gary Hoffman	Director, Mentally Gifted Children, OSPI
Ronald Miller	Consultant, Occupational Consultant Unit, DVTE
William Reynolds	Coordinator, Professional and Curriculum Development Unit, DVTE
John Washburn	Consultant, Research and Development Unit, DVTE
Thomas Wittmuss	Statistician, Fiscal and Statistical Unit, DVTE

Appendix F

ALPHABETICAL LIST OF PARTICIPANTS IN THE
WORKSHOP CONDUCTED BY TAI, MARCH 5, 1975

Appendix F

ALPHABETICAL LIST OF WORKSHOP PARTICIPANTS
MARCH 5, 1975

Name	Position and Agency Represented
Howard E. Avery	Head Consultant, Special Programs Unit, DVTE
Walter J. Bartz	Regional Vocational Director, DVTE
Thomas Boldrey	Director, CIOEDC Project Joliet, Illinois
Donna Fuson	Coordinator, Project EVE Arlington Heights, Illinois
Lonnie Hart	Assistant Coordinator, Professional and Curriculum Development Unit, DVTE
Ronald Miller	Consultant, Occupational Consultant Unit, DVTE
Dr. Ronald McCage	Coordinator, Research and Development Unit, DVTE
Paul B. Musgrove	Executive Director, Tri-County Industry-Education-Labor Council East Peoria, Illinois
Carol Reisinger	Career Education Specialist, Illinois Office of Education
John Washburn	Consultant, Research and Development Unit, DVTE
Thomas Wittmuss	Statistician, Fiscal and Statistical Unit, DVTE

Appendix G

SUMMARY OF SAMPLE EOIP AND NON-EOIP
DISTRICT RESPONSES BY SIZE

Appendix G

COMPARISON OF RESPONSES TO
TOTAL SAMPLE EOIP AND NON-EOIP DISTRICTS, BY SIZE

	Dual Elementary				Unit K-12				Other				Total			
	EOIP		NON-EOIP		EOIP		NON-EOIP		EOIP		NON-EOIP		EOIP		NON-EOIP	
	Number in Sample	Percent of Response	Number in Sample	Percent of Response	Number in Sample	Percent of Response	Number in Sample	Percent of Response	Number in Sample	Percent of Response	Number in Sample	Percent of Response	Number in Sample	Percent of Response	Number in Sample	Percent of Response
Under 500	10	40.0%	36	16.7%	16	81.3%	8	62.5%	--	--1/	8	12.5%	26	65.4%	52	23.1%
501-1,000	6	33.3	10	60.0	57	45.6	15	40.0	--	--	3	33.3	63	44.4	28	46.4
1,001-2,500	14	71.4	13	30.8	65	72.3	9	55.6	--	--	6	50.0	79	72.2	28	42.9
2,501-5,000	14	7.1	6	66.7	23	82.6	3	33.3	--	--	3	33.3	37	56.8	12	50.0
Over 5,000	7	71.4	3	66.7	21	85.7	3	33.3	--	--	3	100.0	28	96.4	9	66.7
TOTAL	51		68		182		38				23		233		129	
Percent Response of Total		43.1%		32.4%		67.6%		47.4%				39.1%		64.4%		38.0%

N=total number mailed in that grouping.

1/ The five responses included in Other represent three responses from districts having joint agreement or cooperative arrangements and two larger districts that were unidentified by type.

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

Appendix H

COMPARISON OF RESPONSES
INDICATING INCREASED EMPHASIS ON CAREER EDUCATION
IN VARIOUS SIZED AND TYPE DISTRICTS

Appendix H

COMPARISON, BY TYPE AND SIZE OF DISTRICT, EOIP AND NON-EOIP RESPONSES INDICATING AN INCREASED EMPHASIS IN CAREER EDUCATION

Increased Emphasis by	Dual Elementary District				Unit District				9-12 Dual
	1-1,000		Over 1,000		1-1,000		Over 1,000		
	EOIP N=6	Non-EOIP N=12	EOIP N=16	Non-EOIP N=10	EOIP N=39	Non-EOIP N=11	EOIP N=84	Non-EOIP N=7	Non-EOIP N=9
1. Board	16.7%	41.7%	56.3%	10.0%	51.3%	54.6%	64.3%	71.4%	55.6%
2. School Administration	50.0	50.0	68.8	70.0	66.7	63.6	66.7	85.7	44.4
3. Teachers	33.3	50.0	81.3	40.0	48.7	36.4	65.5	71.4	22.2
4. Parents	16.7	25.0	68.8	--	35.9	--	40.5	28.6	--
5. Business Community	16.7	8.3	50.0	20.0	41.0	18.2	60.7	42.9	11.1
6. Advisory Committee	--	25.0	31.3	30.0	46.2	27.3	60.7	71.4	11.1
7. Infusion of Career Education into Curriculum	50.0	41.7	93.8	40.0	59.0	45.5	72.6	100.0	33.3
8. Student Participation	16.7	--	6.3	20.0	23.1	9.1	23.8	42.9	22.2

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

Appendix I

COMPARISON OF EOIP EXPENDITURES
BY SIZE AND TYPE OF DISTRICT

Appendix I

COMPARISON OF EOIP RESPONSES BY TYPE OF ITEMS
FOR WHICH FUNDS WERE EXPENDED BY TYPE AND SIZE OF DISTRICT

Type of Expenditure	EOIP Dual District				EOIP Unit District			
	1-1,000		Over 1,000		1-1,000		Over 1,000	
	DVTE N=6	Local N=6	DVTE N=16	Local N=16	DVTE N=39	Local N=39	DVTE N=84	Local N=84
1. Inservice Training	16.7%	16.7%	62.5%	56.3%	7.7%	53.9%	29.8%	53.6%
2. Purchase of Equipment	16.7	16.7	56.3	68.8	18.0	53.9	40.5	59.5
3. Purchase of AV Materials	66.7	33.3	81.3	62.5	35.9	56.4	78.6	60.7
4. Development of Career Education Curriculum	33.3	16.7	68.8	50.0	30.8	56.4	48.8	63.1
5. Consulting Services	--	16.7	31.3	25.0	2.6	5.1	11.9	16.7
6. Additional Teachers or Staff	--	--	25.0	25.0	2.6	10.3	9.5	21.4
7. Release Time	--	16.7	37.5	50.0	12.8	25.6	23.8	35.7
8. Development of Career Information Materials	16.7	--	62.5	56.3	41.0	66.7	52.4	59.5
9. Transportation	--	33.3	50.0	62.5	15.4	48.7	26.2	61.9

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.

Appendix J

SUMMARY OF DVTE CONSULTANT SERVICES
NEEDED BY EOIP AND NON-EOIP DISTRICTS
OF DIFFERENT TYPES AND SIZES

Appendix J

PERCEPTIONS OF EOIP AND NON-EOIP RESPONSES
TO TYPES OF CONSULTANT SERVICES NEEDED FROM DVTE, BY TYPE AND SIZE OF DISTRICT

Consulting Service Needed	Dual Elementary District				Unit District				Dual 9-12 District
	1-1,000		Over 1,000		1-1,000		Over 1,000		
	EOIP N=6	Non-EOIP N=12	EOIP N=16	Non-EOIP N=10	EOIP N=39	Non-EOIP N=11	EOIP N=84	Non-EOIP N=7	Non-EOIP N=9
1. Development of Career Education Plan	33.3%	41.7%	6.3%	40.0%	30.8%	36.4%	26.2%	57.1%	22.2%
2. Resource Information	--	16.7	37.5	80.0	28.2	36.4	38.1	100.0	55.6
3. Budgetary Development	--	8.3	18.8	10.0	23.1	9.1	15.5	28.6	22.2
4. Inservice	--	25.0	56.3	90.0	46.2	45.5	63.1	85.7	22.2
5. Program Evaluation	16.7	--	50.0	30.0	28.2	9.1	26.2	85.7	22.2
6. Staff Utilization	--	--	25.0	10.0	5.1	18.2	9.5	14.3	22.2
7. Advisory Committee Development	--	--	25.0	--	25.6	18.2	21.4	42.9	33.3
8. Student Evaluation	--	--	37.5	10.0	28.2	27.3	27.4	71.4	33.3
9. Needs Assessment Survey	--	8.3	31.3	10.0	18.0	9.1	26.2	71.4	33.3

Source: Compiled by TAI from responses to the Illinois DVTE Statewide Survey of Elementary Occupational Information Programs (EOIP), February 1975.